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ABSTRACT

This book contains more than 200 one-page exercises designed to give adults practice in basic reading and handwriting skills. The exercises are arranged according to the areas with which they deal: visual discrimination; letter recognition; manuscript practice and sequence; script practice; numeral writing; initial consonants; final consonants; phonics definitions and rules; short vowels; long vowels; "y" as a vowel; regular double vowels; diphthongs and irregular double vowels; the sound of "s" as "z"; the sounds of "g," "k," and "c"; "r"-controlled vowels; blends; digraphs; silent consonants; and syllables. Other exercises provide practice for learning about days and months; punctuating the names of streets, cities, and states; dictionary skills; writing personal and business letters; reading recipes; reading instructions for home repair, home appliances, and automobiles; using general reference books and encyclopedias; and understanding traffic signs. (GW)

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READING SKILLS AND ACTIVITIES FOR THE ADULT

COMPOSED BY:

COMMUNITY READING ACADEMY
NATIONAL RIGHT TO READ EFFORT

1977

DR. FAITE ROYJIER-PONCEFONTE MACK
FACULTY COORDINATOR

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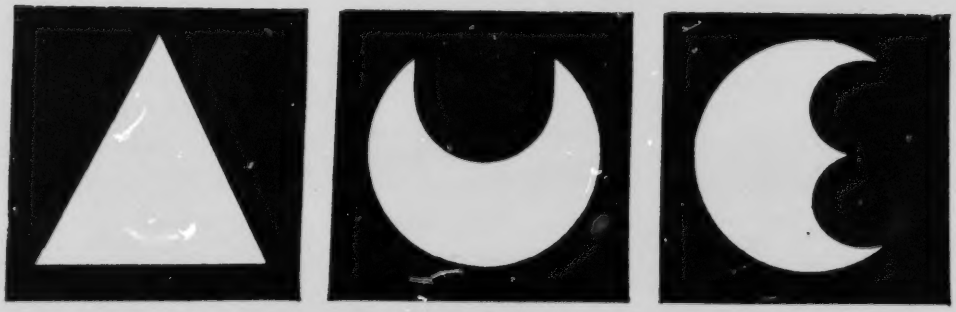

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FAITE R-P. MACK, PH.D.

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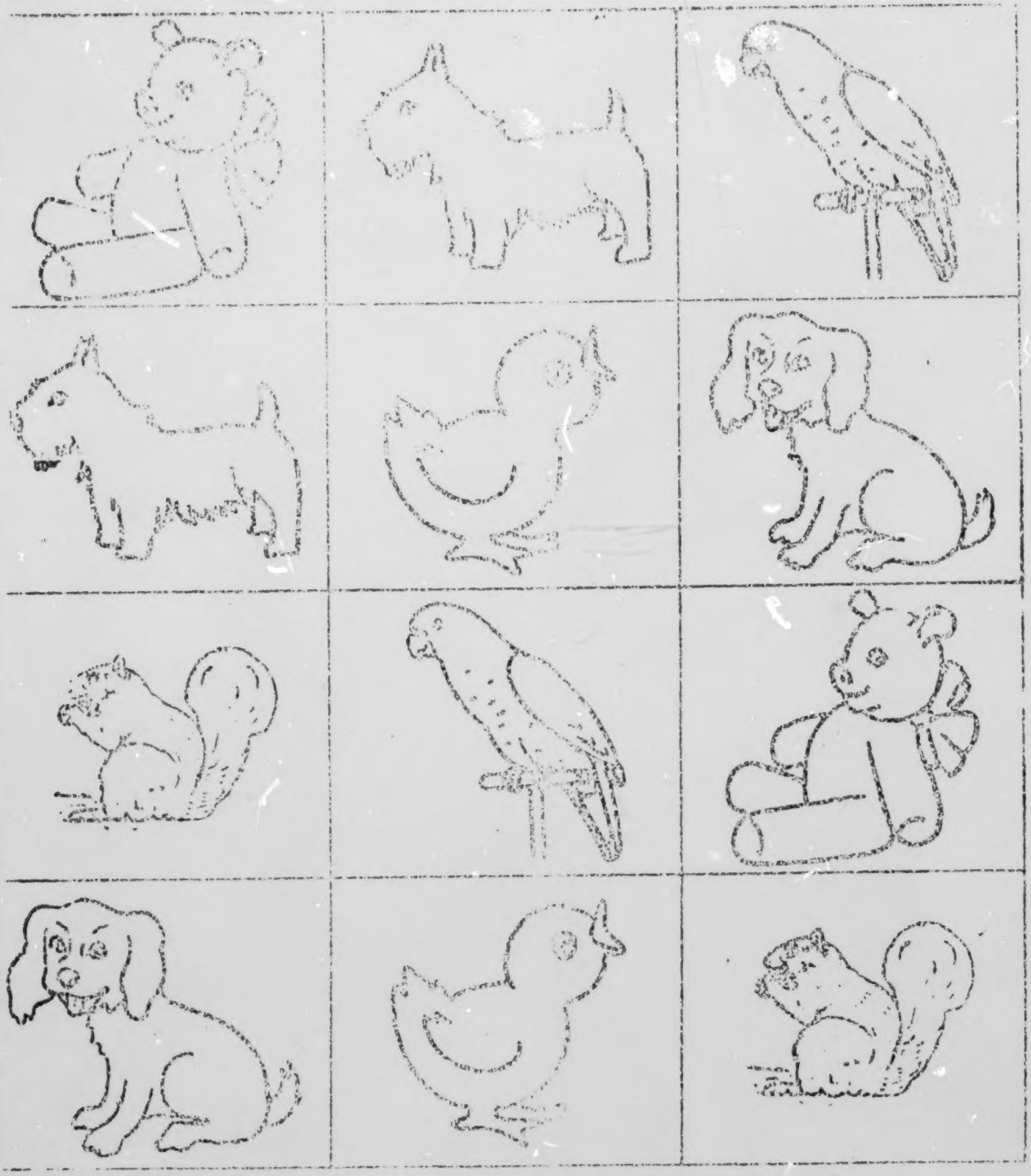
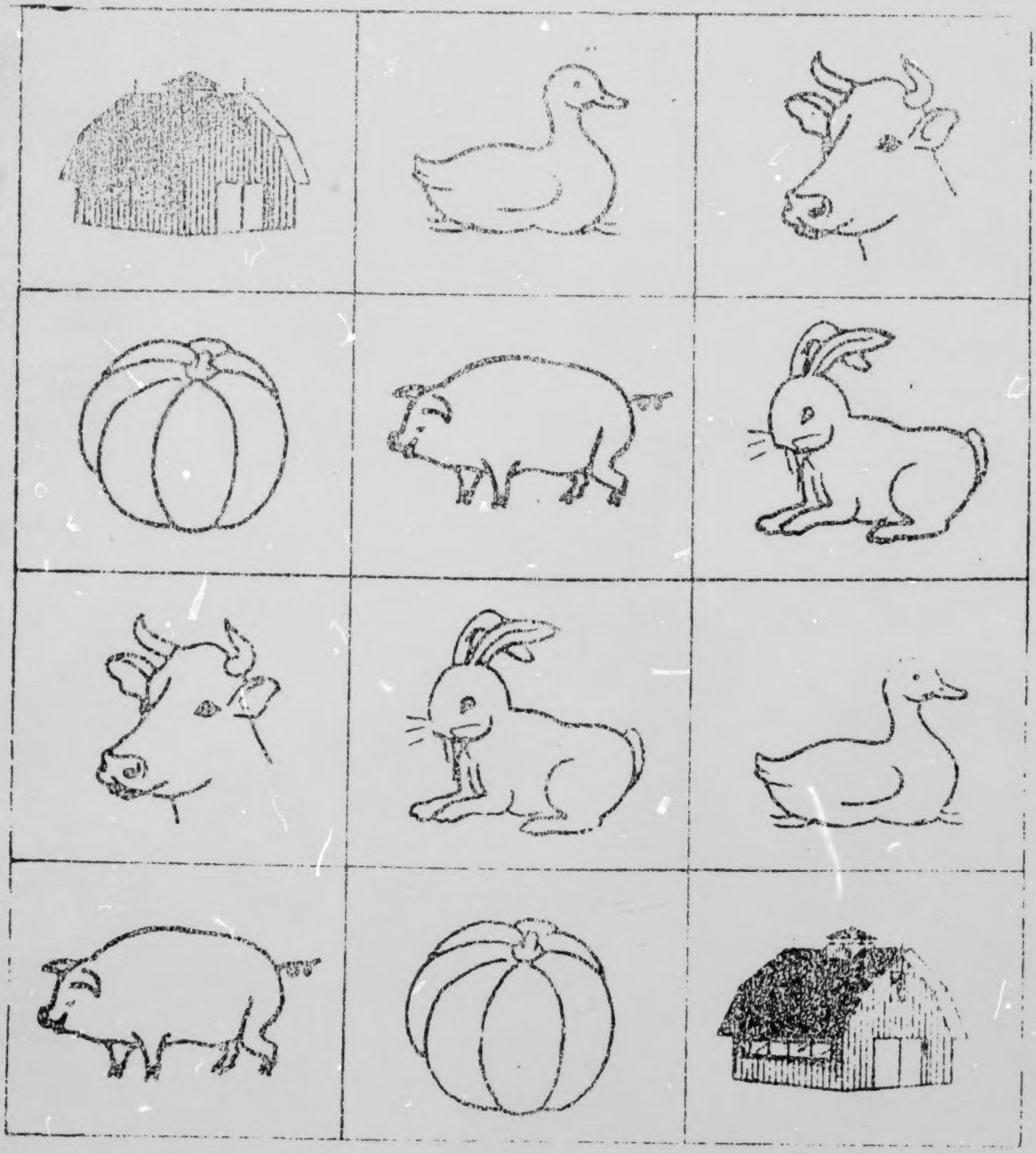
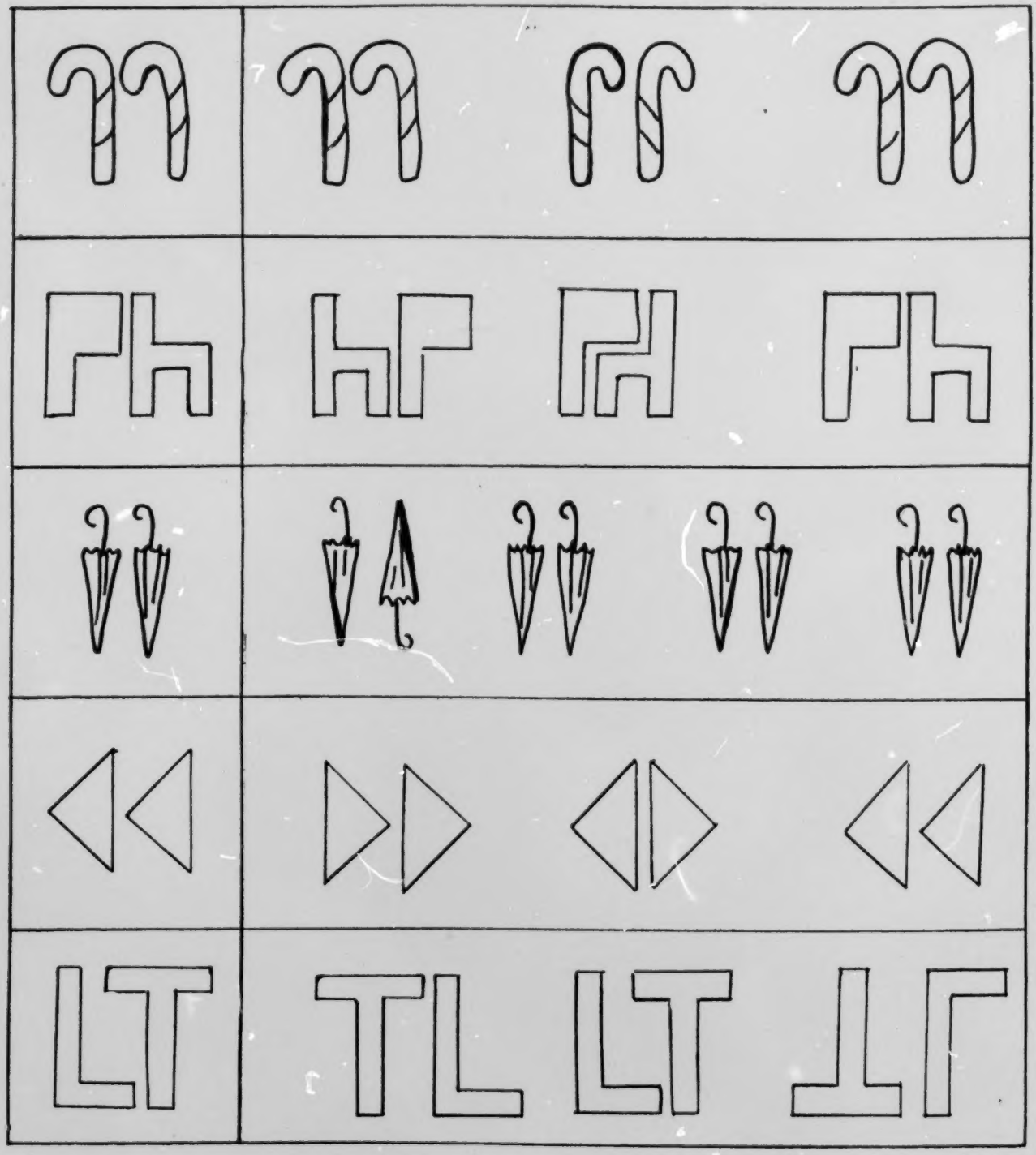
READINESS: Recognition of Gross Similarities and Differences
DIRECTIONS: Find the twin pictures, and color them exactly the same.



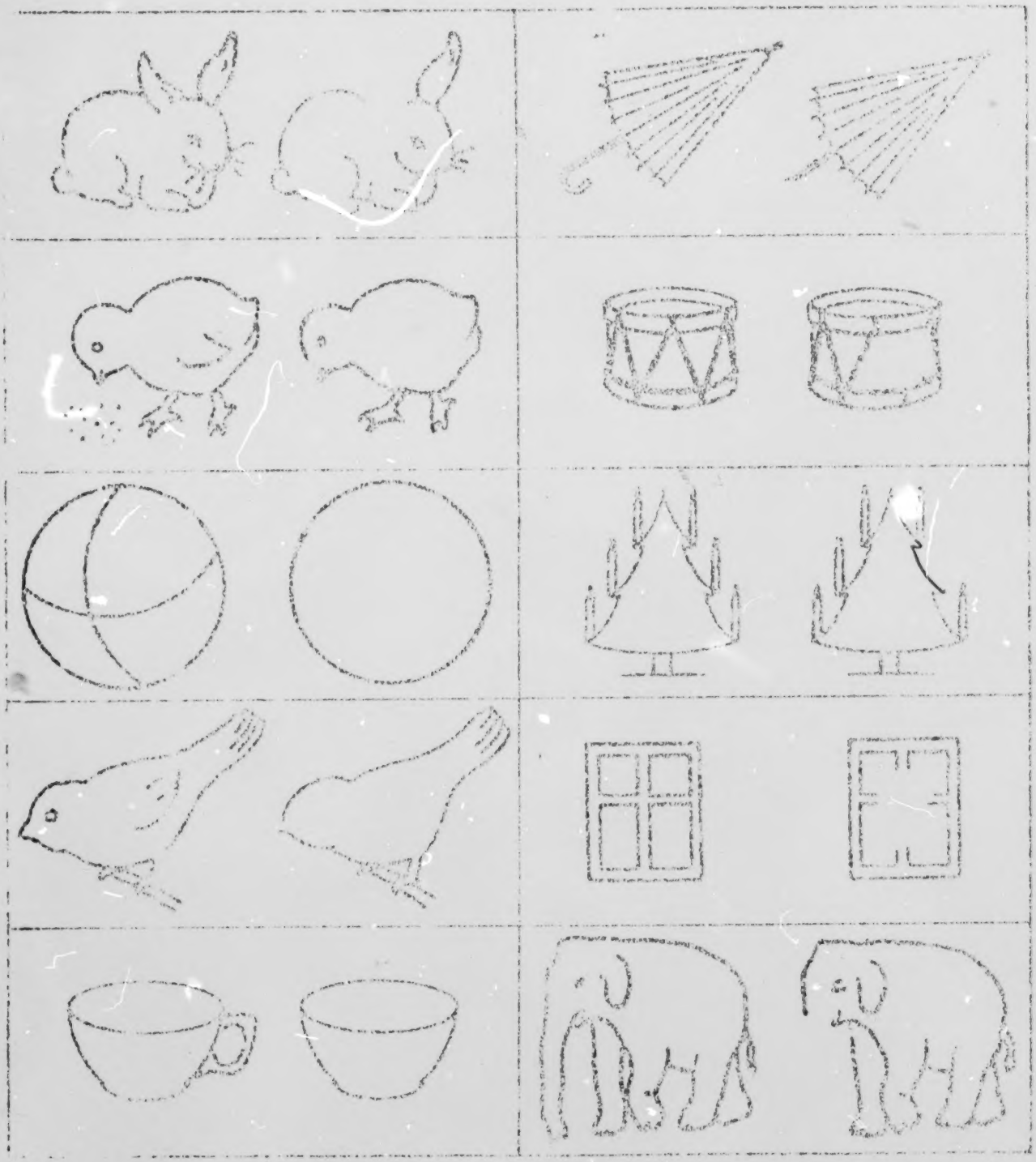
READINESS: Recognition of Gross Similarities and Differences
DIRECTIONS: Find the twin pictures, and color them exactly the same.



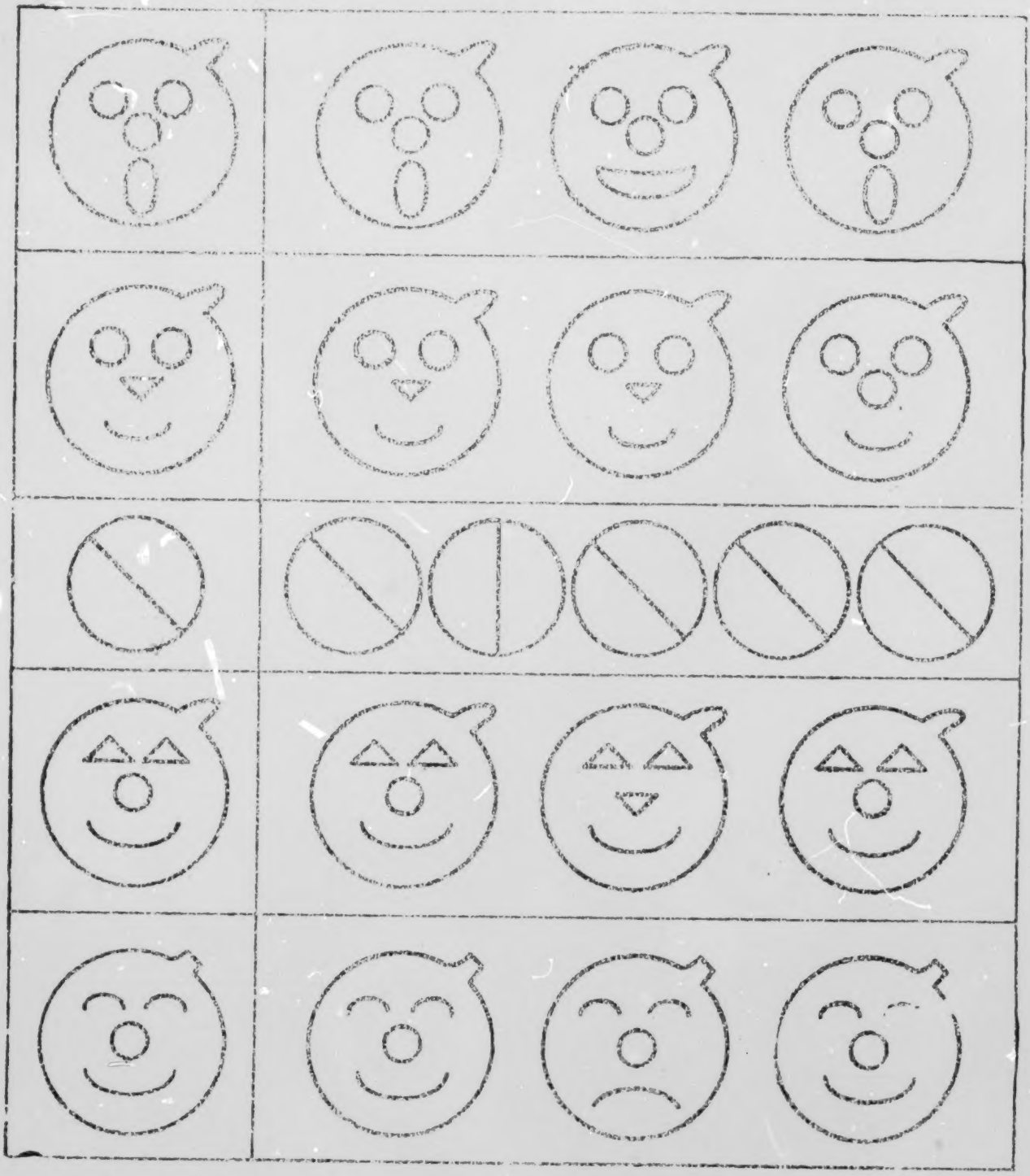
READINESS: Noting Detailed Likenesses and Differences
DIRECTIONS: Color the pair of objects that are exactly like the first pair.



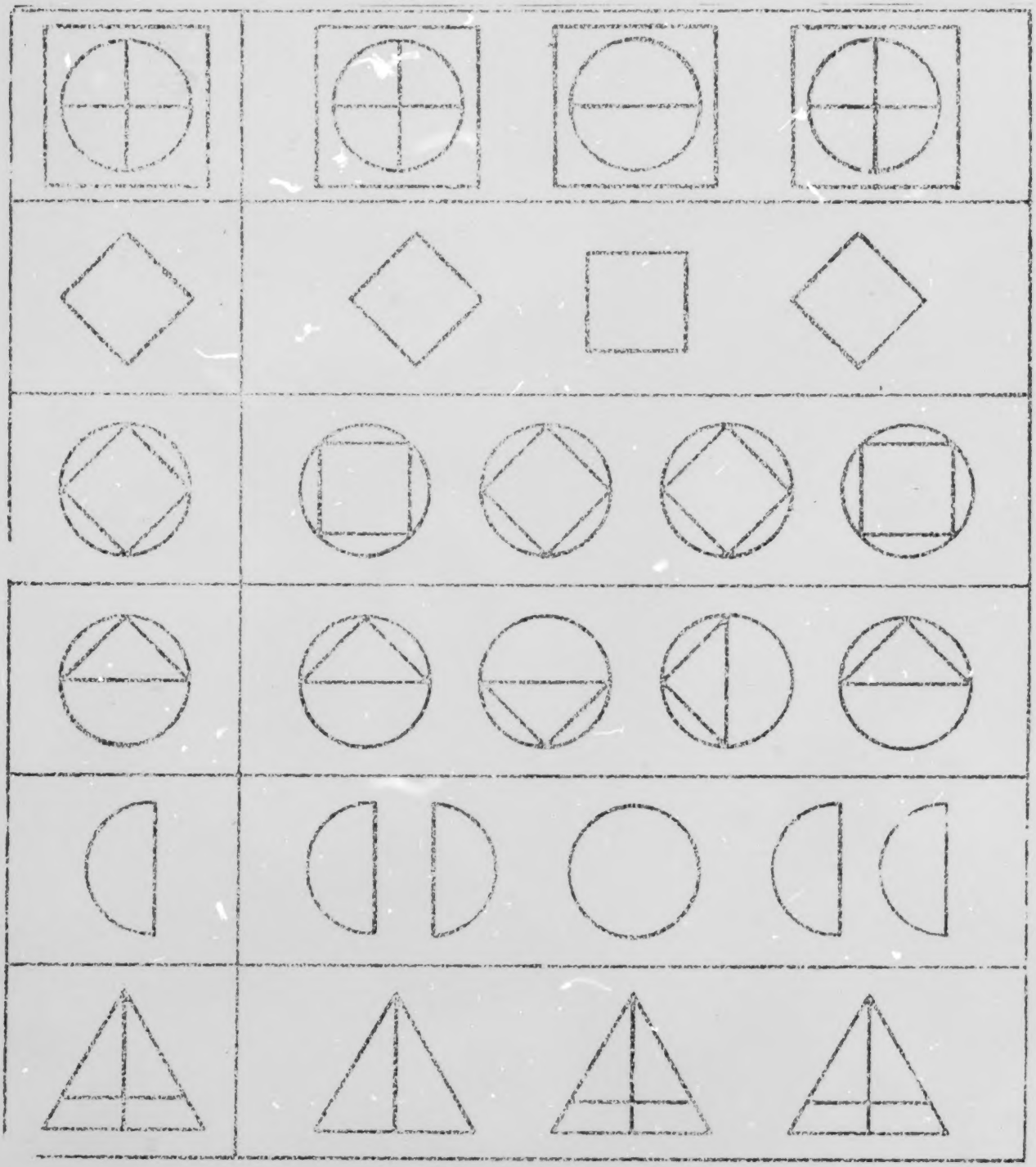
READINESS: Visual Discrimination and Noting Missing Parts 4
DIRECTIONS: Compare the objects. Draw in the missing parts. Color the objects.



READINESS: Recognition of Similarities and Left-to-Right Progression
DIRECTIONS: Color the pictures in each row that are like the first one

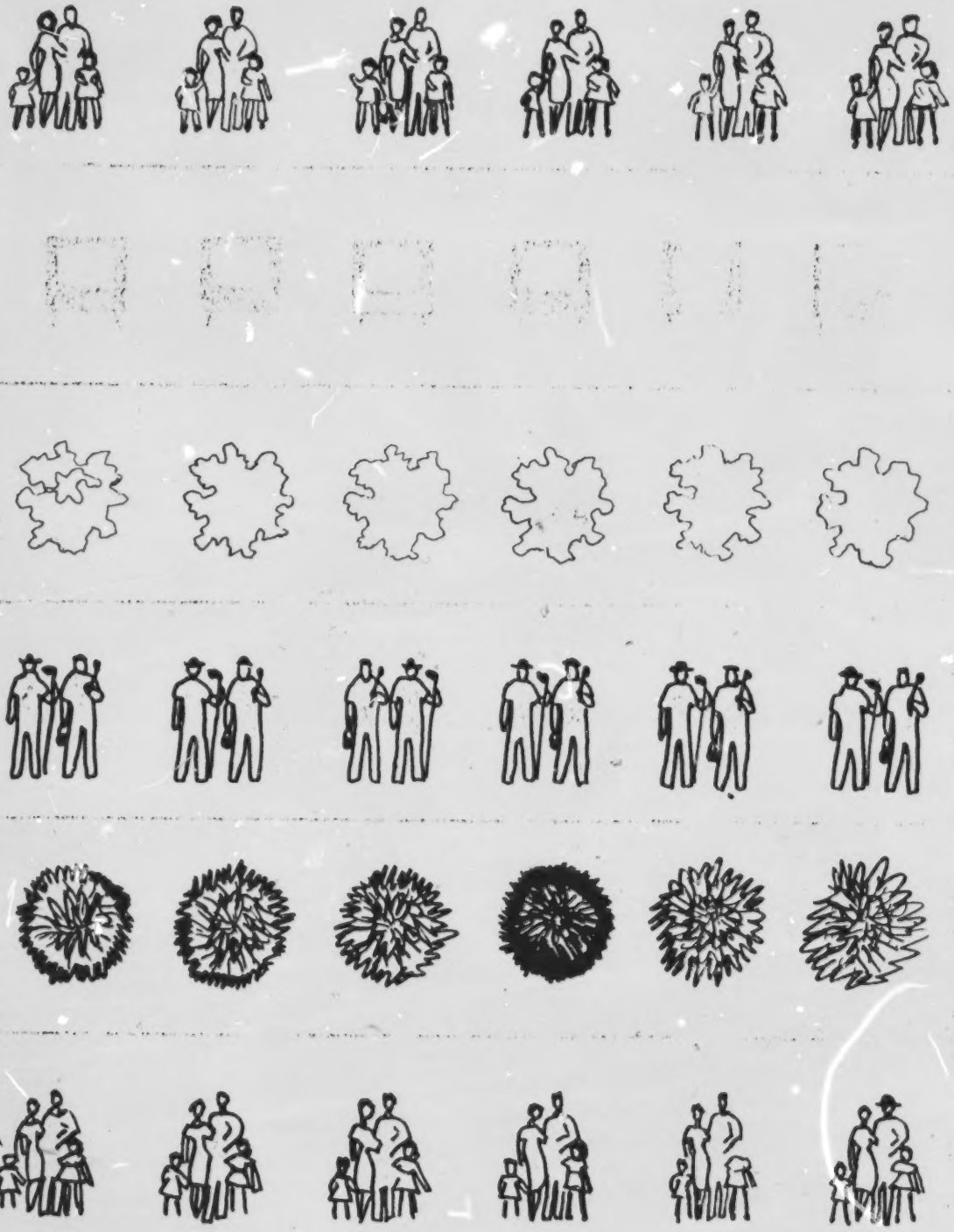


READINESS: Recognition of Similarities and Left-to-Right Progression
DIRECTIONS: Color the objects in each row that are like the first picture. Begin each row at the left.

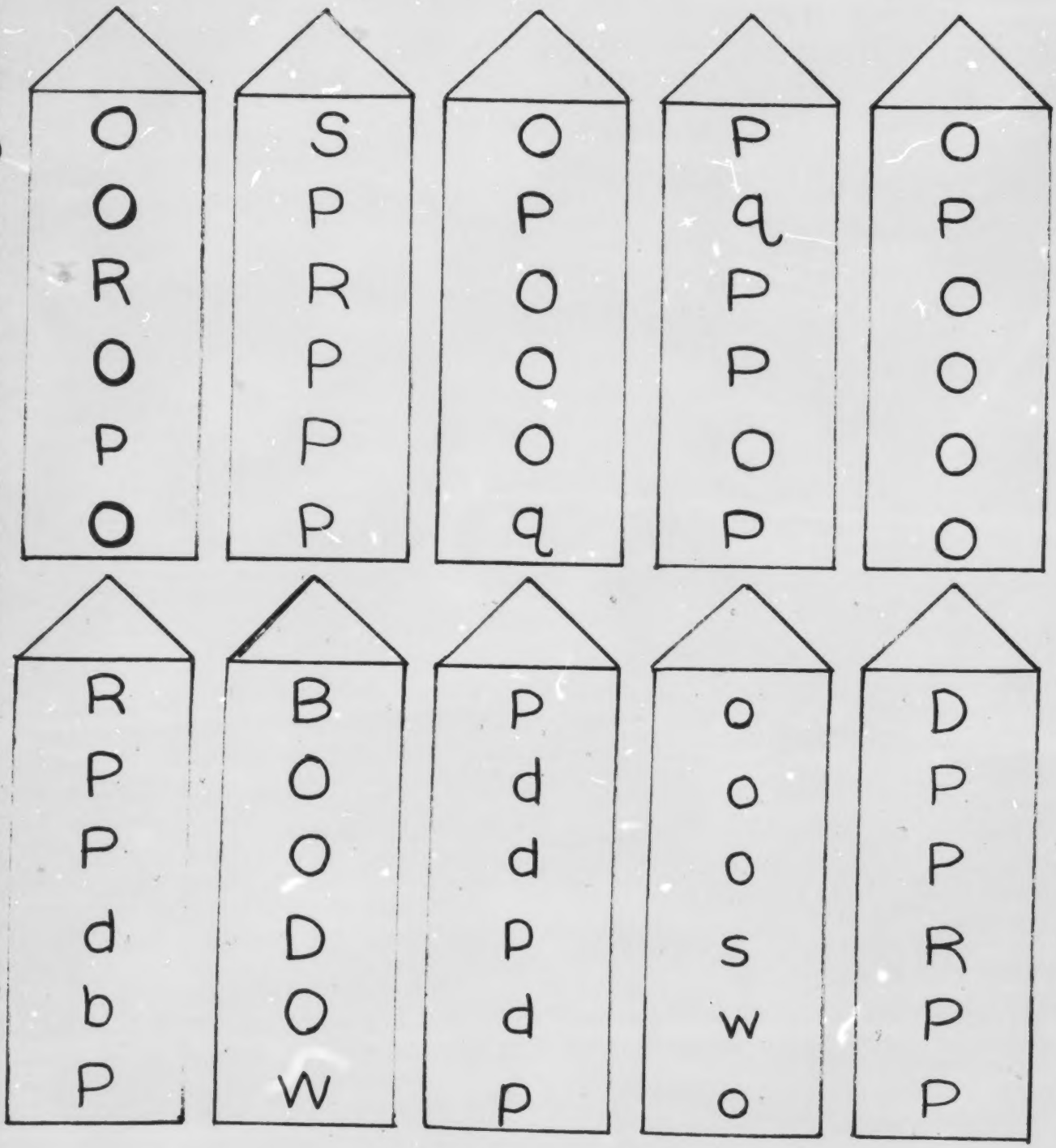


Skill 1: Observing likenesses and differences

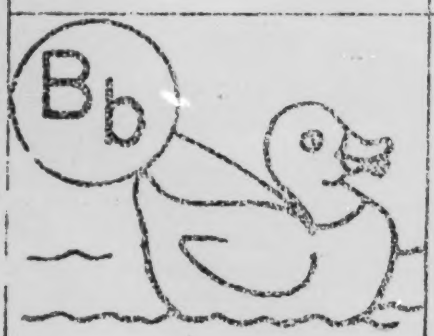
In each row, circle the one object which is different from the others.



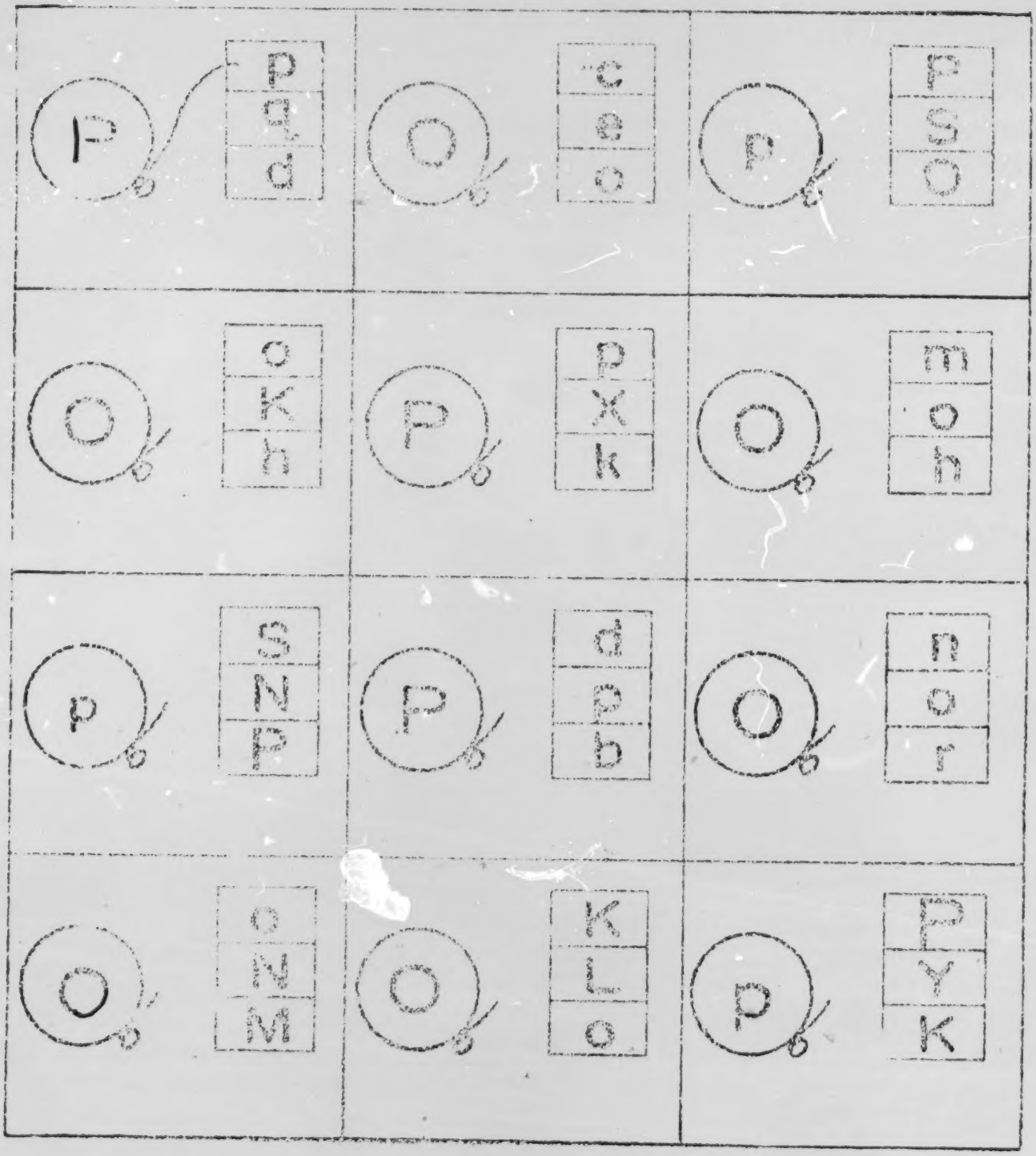
UNIT 1 Letters Oo, Pp
DIRECTIONS: Draw an X on the letters that are the same as the one at the top of the tower.



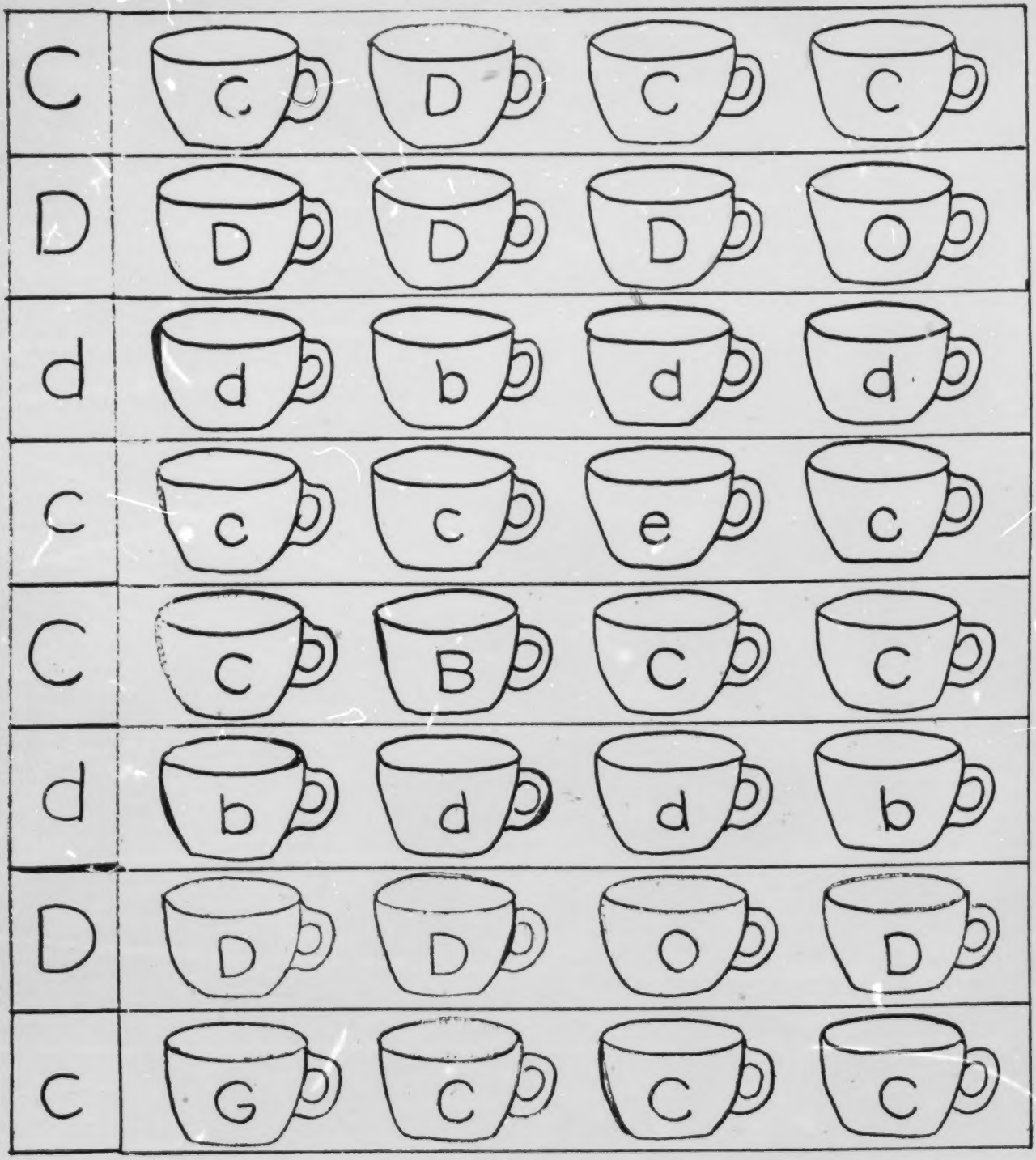
UNIT 1: Letters Aa, Bb
DIRECTIONS: Look at the letters in each box. Join the letters that look the same in each box.

A B B A	b a b a	B B A A
a a b b	A B B A	
B A B A	a b b a	B B A A
	B B A A	a b b a

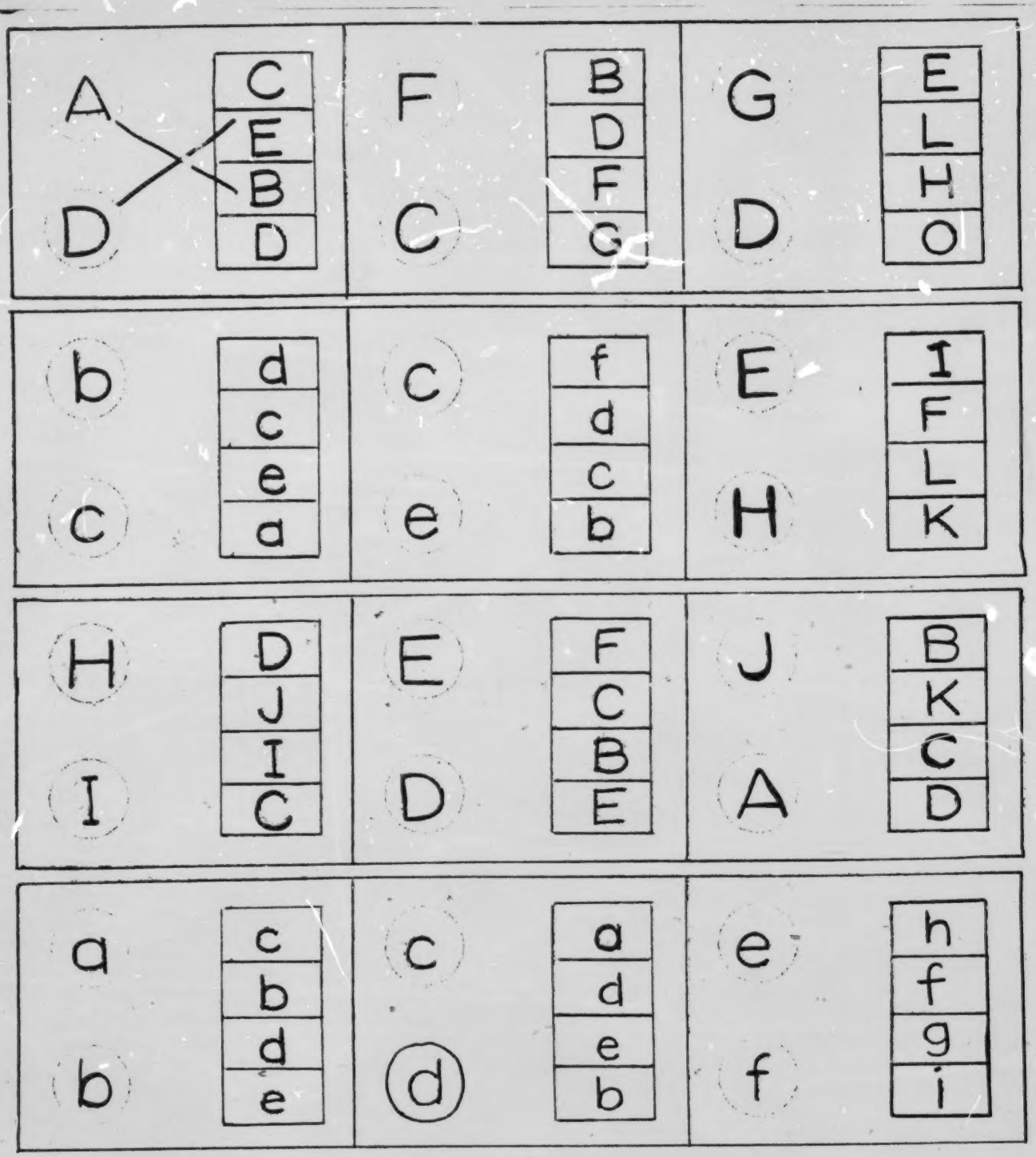
UNIT 1: Letters Oo, Pp
DIRECTIONS: Draw a string from the balloon to the partner letter.



UNIT 1: Letters Cc, Dd
DIRECTIONS: Color the cup if the letter on it is the same as the first letter in each row.

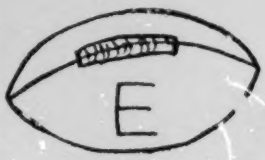
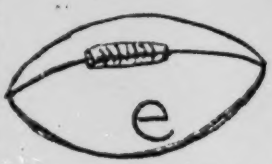


UNIT 1: Letters Aa to Jj
DIRECTIONS: Draw a line from each letter in a circle to the letter that comes after it in the alphabet.



UNIT 1 Letters Ee, Ff

DIRECTIONS: In each column, draw a ring around the letters that are the same as the one in the football at the top of the column.

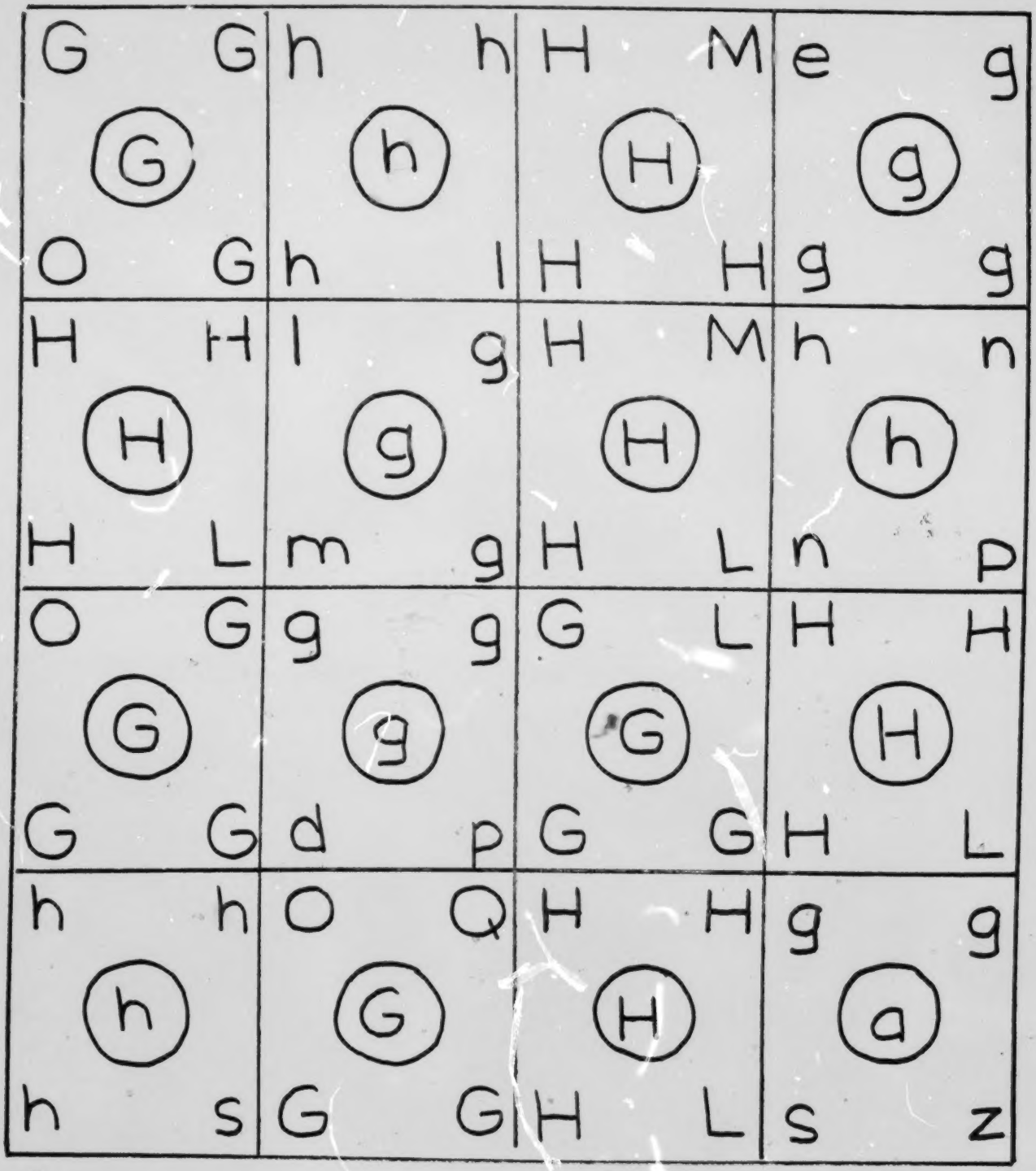
							
E	G	F	T	e	w	f	t
E	E	G	F	e	e	h	f
F	E	F	E	i	e	o	f
T	H	F	F	e	m	f	i
E	H	P	F	c	e	f	f
L	E	E	C	t	e	c	f
E	E	F	F	e	c	f	t

UNIT 1: Letters Kk, Ll
DIRECTIONS: Draw a line joining the letters that are the same in each box.

K K L L	l k k l	L K K L	k k l l
l k l k	K K L L	X K L K	L N L K
k k s p	L K K L	K L L K	S k k t
L L K T	k l l k	L k L k	K K L L

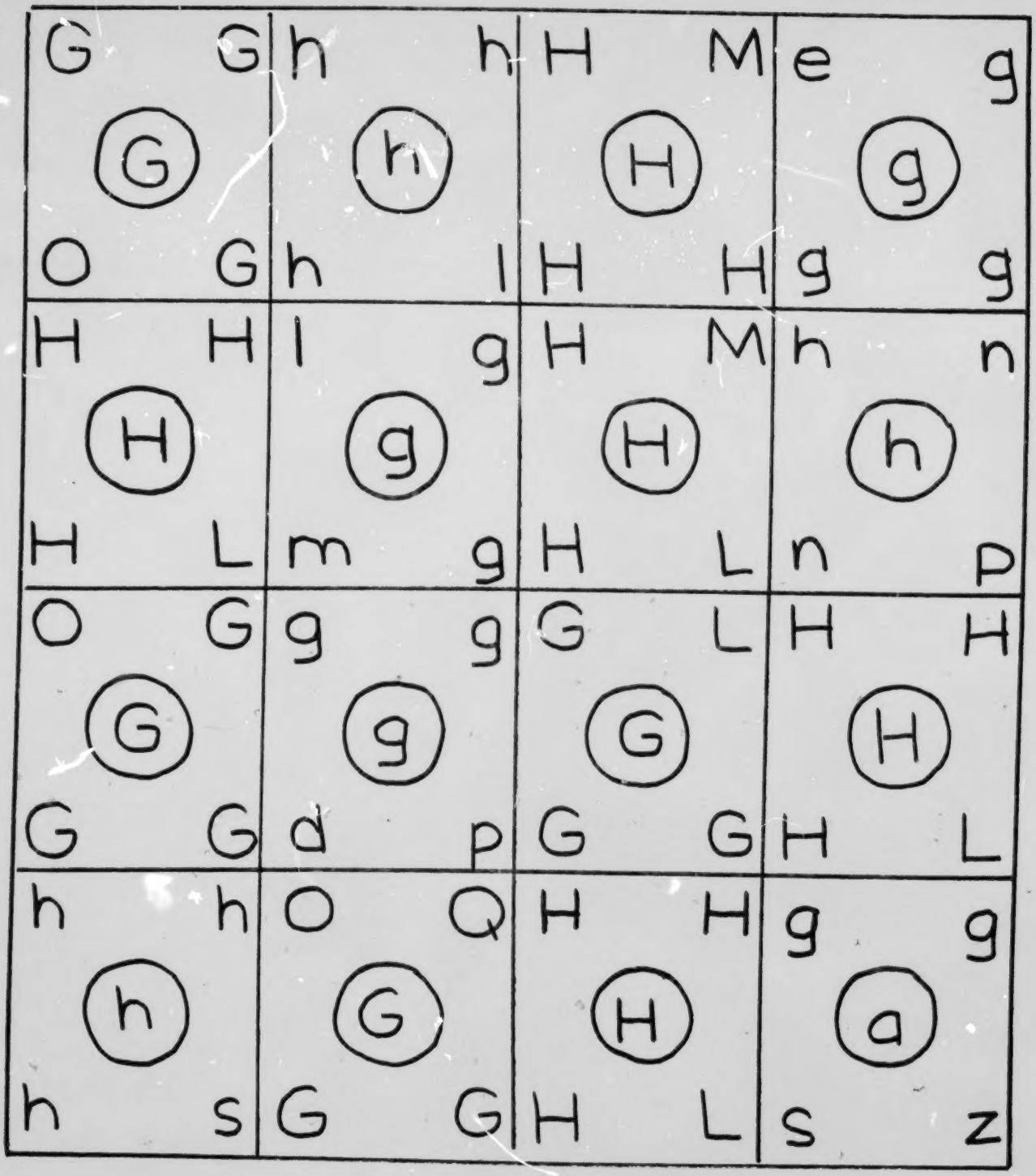
Partner Letters Gg, Hh

DIRECTIONS: Draw a line from the letter in the middle to all the letters in the box that are the same as the letter in the middle.



Partner Letters Gg, Hh

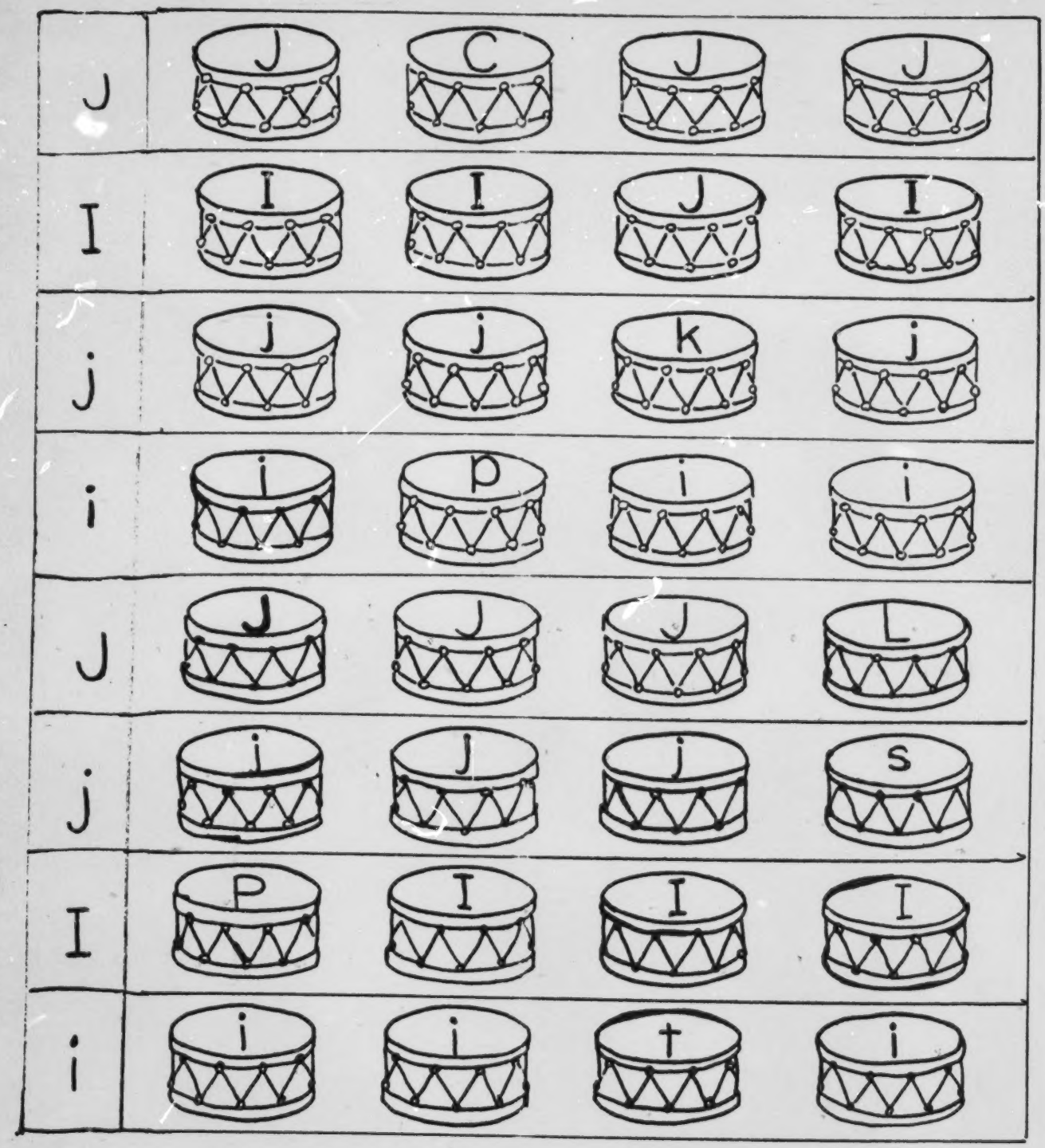
DIRECTIONS: Draw a line from the letter in the middle to all the letters in the box that are the same as the letter in the middle.



UNIT 1: Letters Mm, Nn
DIRECTIONS: Color the boxes yellow that have the same letter as the first one at the beginning of each row.

M	M	M	N	M	O
n	n	m	n	n	w
N	N	N	W	N	P
m	m	n	m	m	m
M	M	N	W	M	M
N	N	N	W	N	N
m	n	m	m	w	m
n	n	n	n	v	w

UNIT 1: Letters Ii, Jj
DIRECTIONS: Color all the drums that have the same letter as the letter at the beginning of the row.



RECOGNITION OF LETTERS

NAME _____

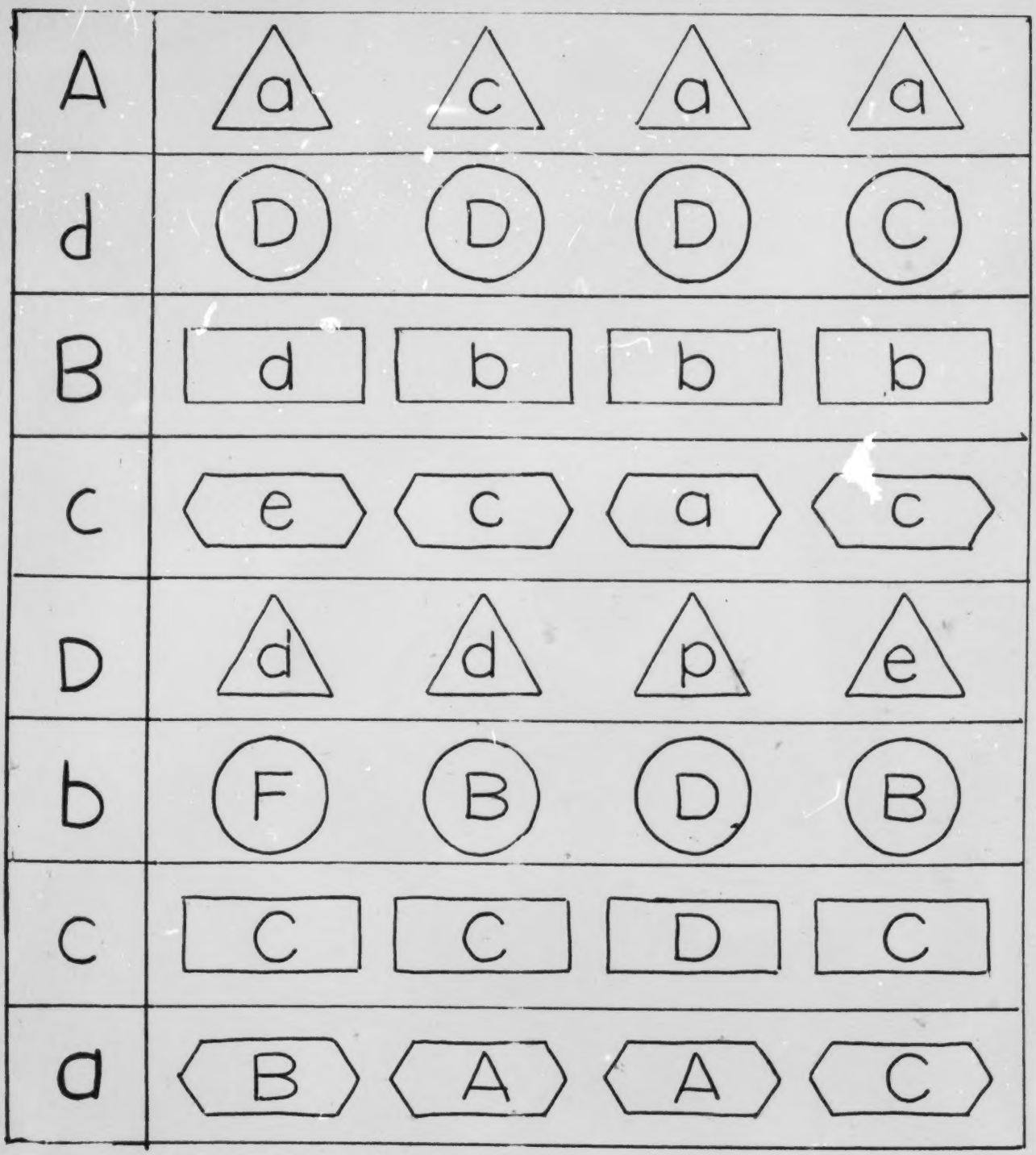
Aa, Bb, Cc: In each box draw a line to join the letters that match.

A	A	a	b	B	C	c	c	a	A
B	B	b	a	B	C	b	b	A	a
B	b	C	c	c	a	B	c	B	A
b	B	C	c	a	c	a	B	A	C
B	B	a	c	b	a	c	b	b	b
A	a	B	a	a	b	a	b	c	c

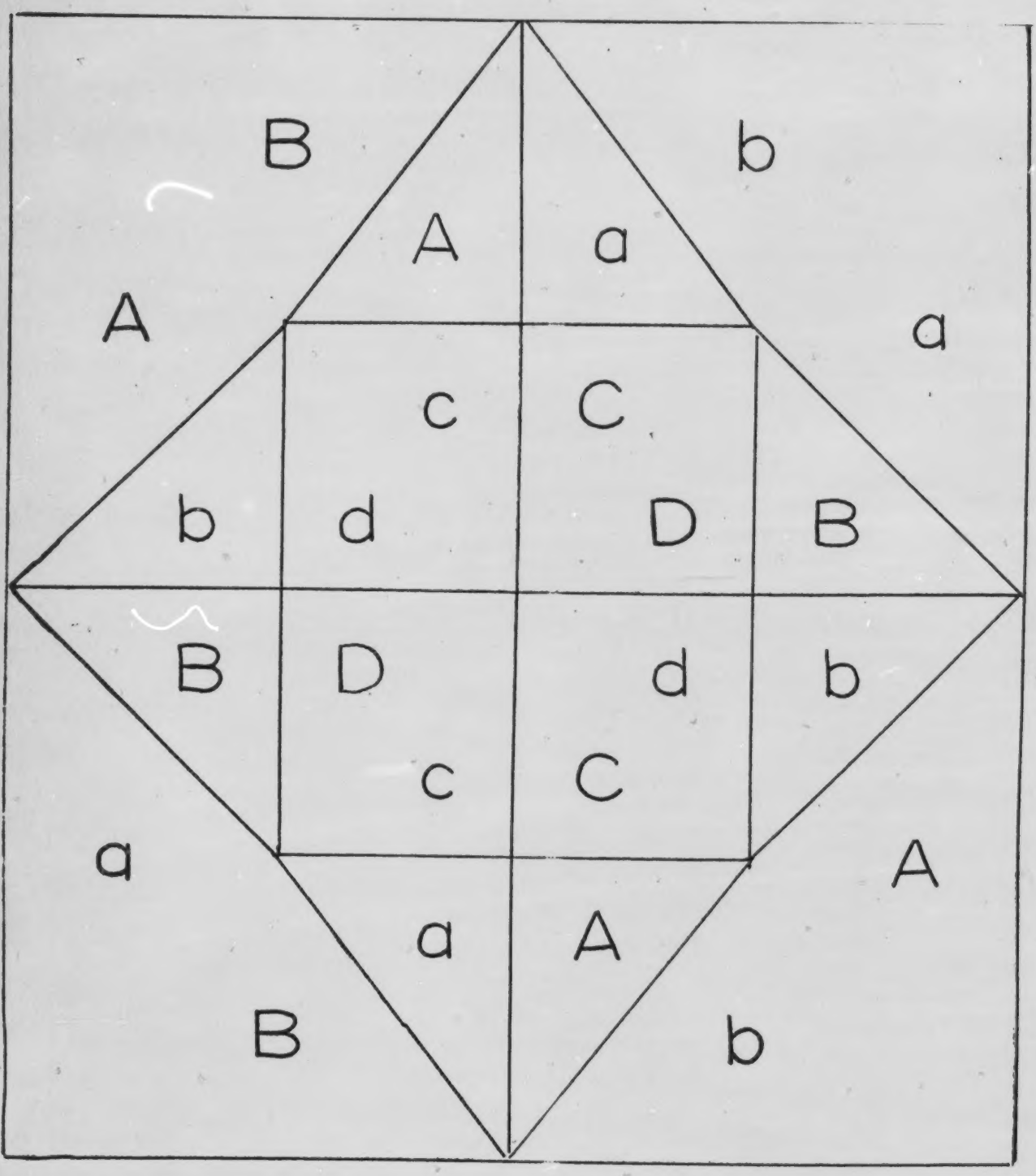
A and a are partner letters. B and b are partner letters. C and c are partner letters. Put an X on each box that has partner letters. Print each pair of partner letters in the space below.

Aa	Ab	Bc
Cb	Bb	Ca
Ba	Ac	Cc

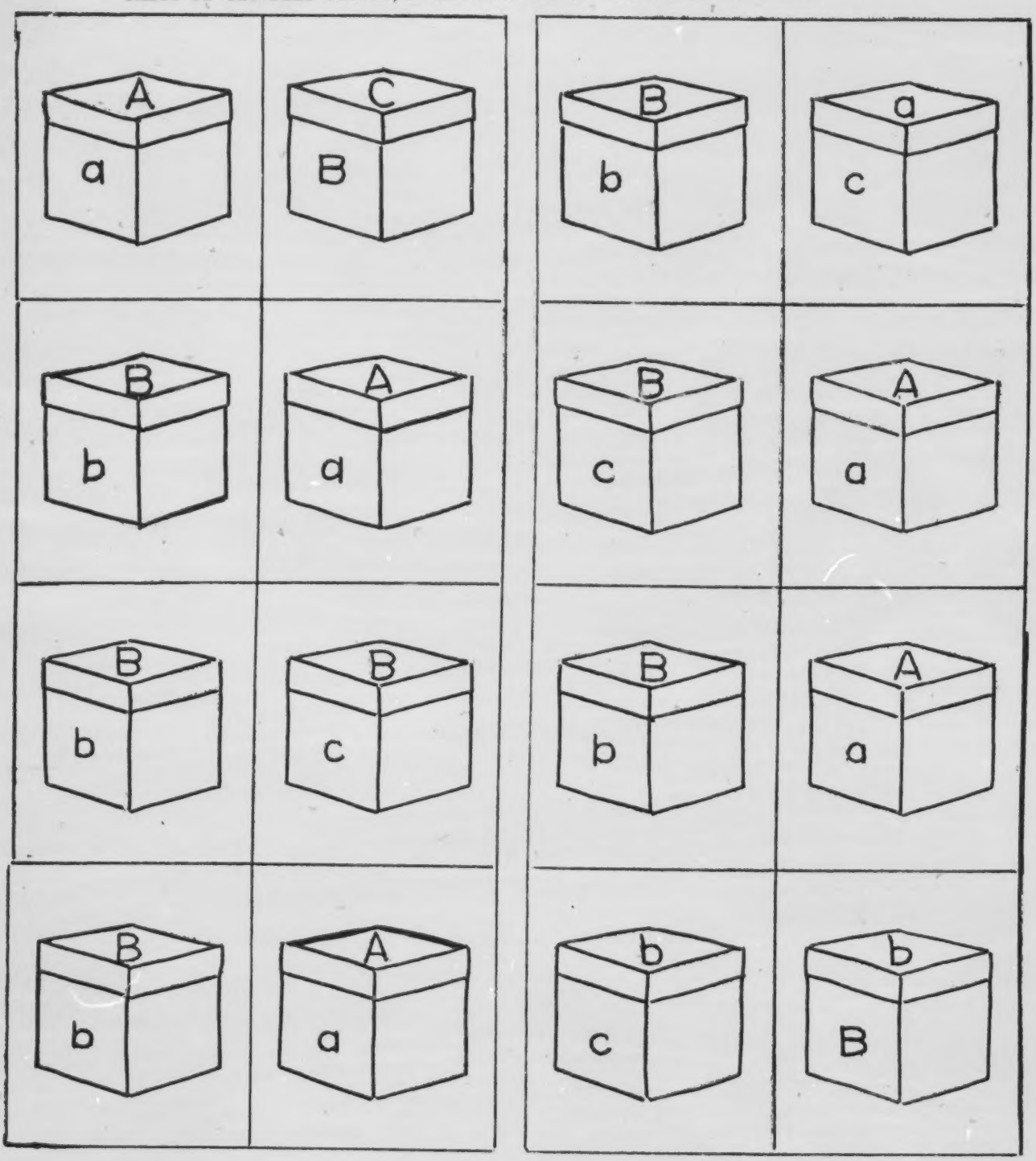
UNIT 1: Letters Aa, Bb, Cc, Dd
DIRECTIONS: Look at the letter at the beginning of each row. Color the objects yellow that come after it if they contain the partner letter.



UNIT 1: Letters Aa, Bb, Cc, Dd
DIRECTIONS: Find the partner letters, and color them the same color. Make Aa one color, Bb another color, etc.



UNIT 1: Letters Aa, Bb
DIRECTIONS: Color the box and lid green if the letters are partners (capital and small of the same letter). Make the other boxes another color.



RECOGNITION OF LETTERS

NAME_____

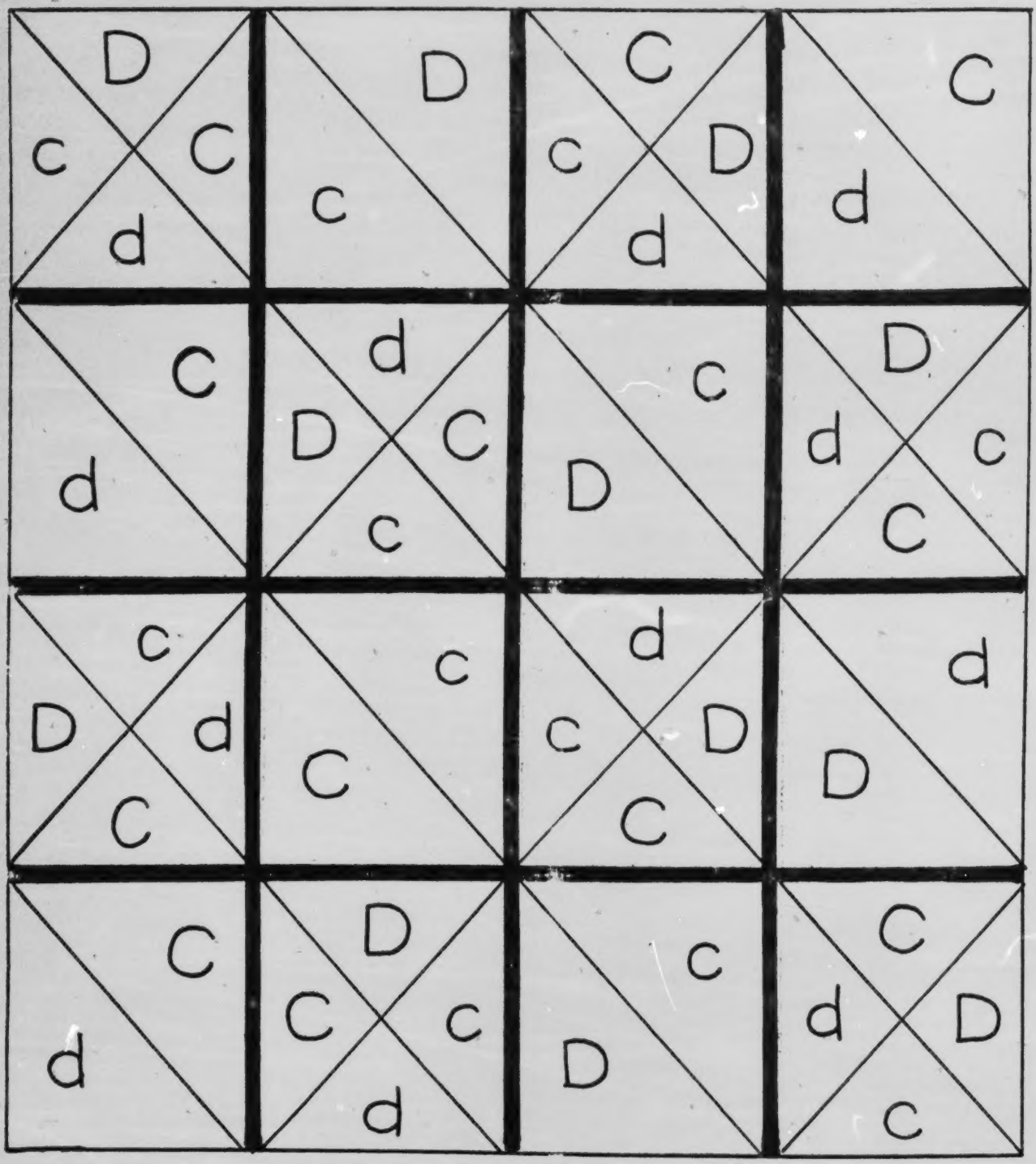
Dd, Ee, Ff: In each box draw a line to join the letters that match.

E	D	F	E	D	D	D	d	e	E
E	D	E	F	F	F	D	d	E	e
F	F	d	e	f	f	e	f	F	E
f	f	e	d	d	d	e	f	D	F
E	f	E	f	d	d	f	e	d	f
E	F	f	F	f	e	e	f	d	f

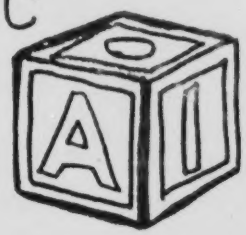
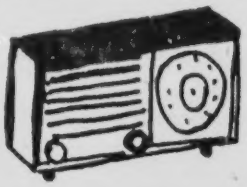
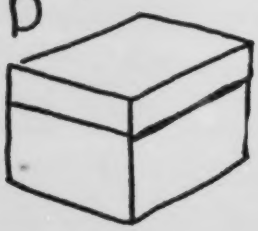
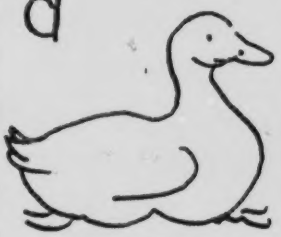
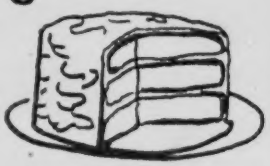
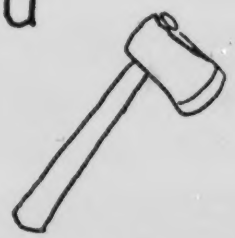
D and d are partner letters. E and e are partner letters. F and f are partner letters. Put an X on each box that has partner letters. Print each pair of partner letters in the space below.

Dd	De	Ee
Fe	Ed	Df
Ef	Ff	Fd

UNIT 1: Letters Cc, Dd
DIRECTIONS: Find the partner letters in each box, and color them the same color. Make Cc one color, Dd another color.



UNIT 1: Letters Aa, Bb, Cc, Dd
DIRECTIONS: Look at the letter in the corner of each box. Find the letter in the word. Draw a ring around the letter.

d dress	c  block	d  radio	b lamb
b  box	b boat	d football	d  duck
c jacket	d hand	c  cake	a  ax
a apple	c coat	b bell	c cat

Partner Letters Ee, Ff

DIRECTIONS: Look at the letter in the big box at the beginning of each row. Draw an X on the partner letters you find in the small boxes following the letter.

E	e c	c e	e m	e e	d e
f	F H	G F	F L	C F	F F
e	E G	E T	L E	E S	S E
F	f t	k f	f f	k t	s t
f	F F	H F	F H	T F	F T
E	e d	e c	c e	e c	p e
e	H E	E T	E E	E T	T E

NAME_____

Gg, Hh, Ii: In each box draw a line to join the letters that match.

H H I G	I G I I	G G H G	G H H I	I G G I
H I H I	G H H H	H H G G	g i g i	h i g h
h i h i	h g h g	g h h	i h h i	g g h h

G and g are partner letters H and h are patner letters. I and i are partner letters. Put an X on each box that has partner letters. Print each pair of partner letters in the space below.

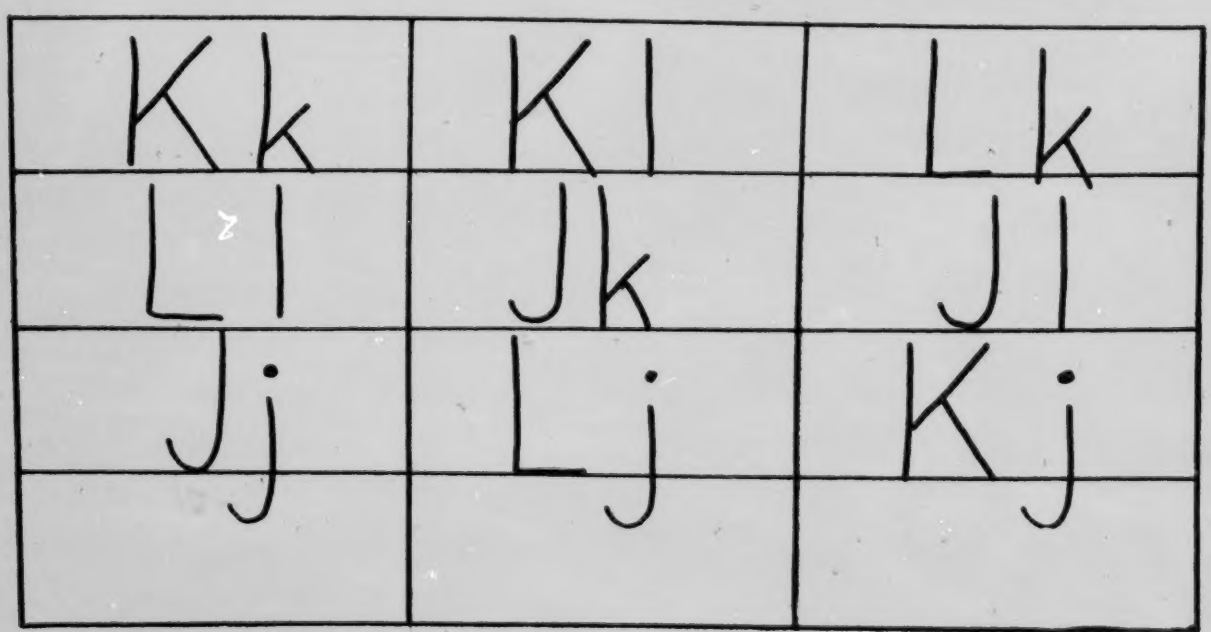
Gi	Gg	Hi
Hh	Hg	Gh
Ig	Ih	Ii

NAME_____

Jj, Kk, Ll: Look at the letter in the corner of the box. Draw a line under each work that begins with the letter in the box.

J Dave Jack Jim John	K Mary Kate Kathy Betty	L Lois Ed Larry Adam	j jam witch jelly joke
k kite key game kitty	l bed lamb log lion	k kick duck kit keep	l leaf leg doll lamp

J and j are partner letters. K and k are partner letters. L and l are partner letters. Put an X on each box that has partner letters. Print each pair of partner letters in the space below.



RECOGNITION OF LETTERS
NAME_____

TEST Aa-Ll: Draw a ring around the pairs of words that begin with the same letter. Print the partner lerters from Aa-Ll in the space provided at the bottom of the page.

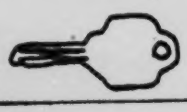
crayon
clown

boots door desk deer apple can
acorn ax baby bib cock cane

fly
fire

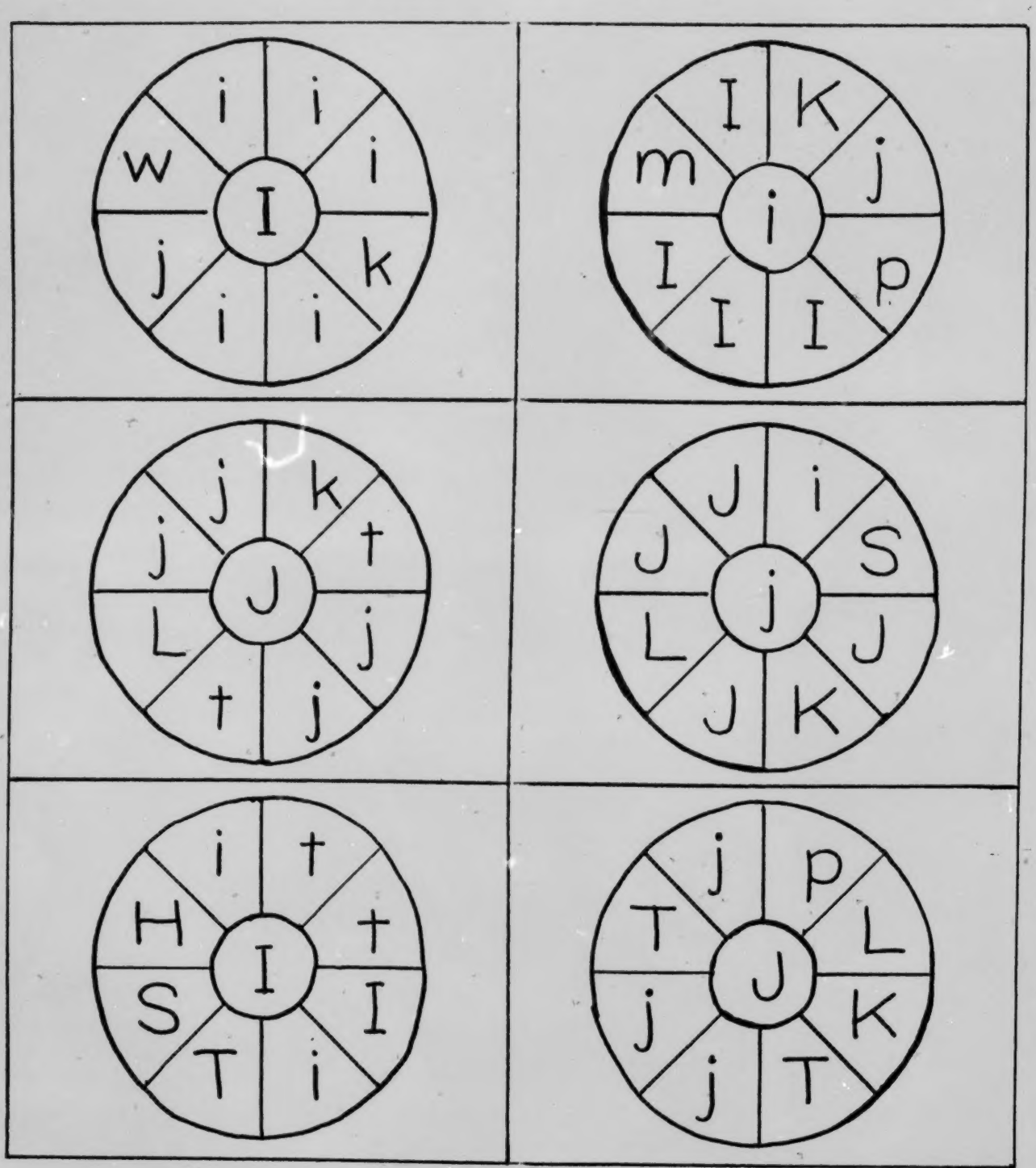
horse need house ham goat game
eagle eggs gong quit egg cob

kitten
key



lion lock kite hat ice jet
lake ice is it jam jacks

UNIT 1: Letters Ii, Jj
DIRECTIONS: Look at the letter in the middle of the circle. Color all of its partner letters in the circle.



RECOGNITION LETTERS
NAME_____

Gg-Ll: Look at the letter in the corner of each box. Draw a ring around the same letter in each work within the box.

g gong wiggle log eggs	h hammer much horse father	i iron milk inside within
j jay jet reject jump	k kitten shack rock key	l lock fell quilt log

Aa-L
Play Tick-Tack-Toe. Find the three letters in a row that are alike and draw a line through them. Sometimes you may find more than one line in a game. Look carefully.

i i i i i j j j j	h k k k k k h h h	b b b b d d d d b	c a c a a a c c c	f f f f l f l l l
j j j g j g g j g	e e e e c e c c c	b b b b h b h h h	i l i i i i l l l	d d d b b b d d d

RECOGNITION OF LETTERS
NAME_____

Mm, Nn, Oo: Look at the letter in the corner of the box. Draw a line under each word that begins with the letter in the box.

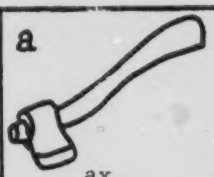
M Nick Mary May March	N Nan Mary Nate Maine	O Oz Ohio Queen Owen	m name mane make net
n need mule never mouse	o an on ax ox	m man milk nest meat	n mail nuts nail nice

M and m are partner letters. N and n are partner letters. O and o are partner letters. Put an x on each box that has partner letters. Print each pair of partner letters in the space below.

Mn	Nm	Mm
No	On	Mo
Om	Oo	Nn

RECOGNITION OF LETTERS
NAME_____

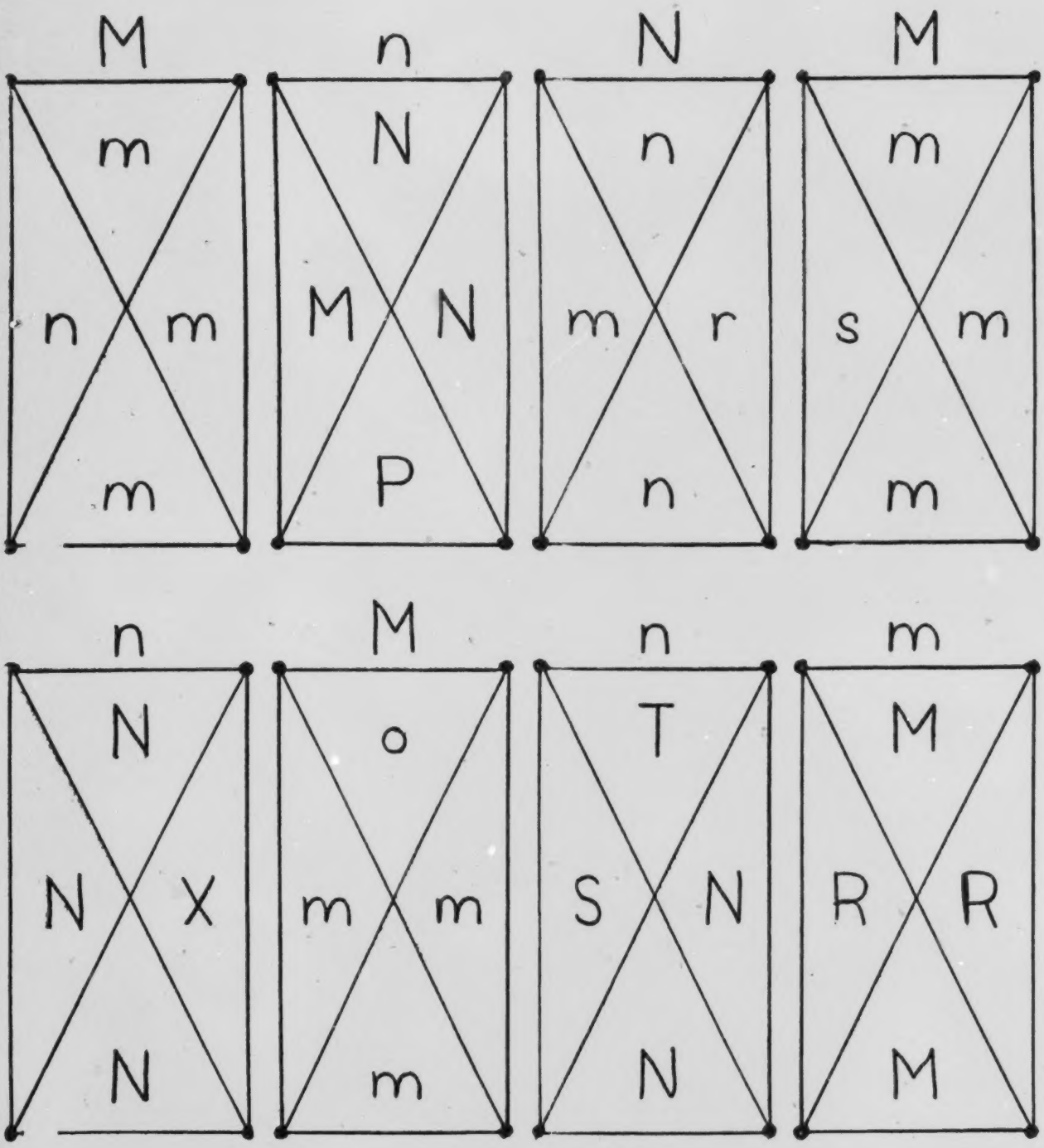
Aa-Ff: Look at the letter in the corner of each box. Draw a ring around the same letter in the word.

e eagle	d spider	a  ax	f fox	a zebra
c cup	e needle	b bird	d window	c tacks
b rabbit	d door	a apple	f cuff	b baby

In each block of words, draw a ring around the letter indicated.

a acorn came apple banana	b bell bad baby nibble	c clown crack tack cock
d deer need sled bed	e eagle needle egg see	f fly suffer frog father

UNIT 1: Letters Mm, Nn
DIRECTIONS: Look at the letter at the top of each box. Color the triangles that have the partner letters.



RECOGNITION OF LETTERS
NAME_____

Pp, Qq: In each box draw a line to join the letters that match.

P	B	Q	O	Q	Q	D	P	p	P		
P	B	O	Q	C	C	P	D	p	p		
q	q	p	p	g	q	p	B	m	m		
Q	Q	q	q	q	g	P	p	n	n		
b	p	q	q	d	b	h	k	i	j		
p	b	g	g	d	b	k	h	i	j		

P and p are partner letters. Q and q are partner letters. Draw a line under each work that begins with either partner letter shown in the box. Print each pair of partner letters in the spaces below.

Pp

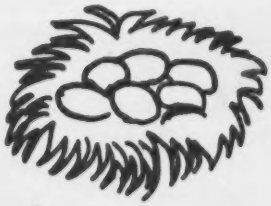
policeman
quit
Peter
Bill
pump
pig
band

Qq

Queen
good
Ohio
paper
quilt
quit
goat

DIRECTIONS: Look at the letter in the corner of the box. Find the same letter in each word under the picture, and draw a ring around it. Color all the pictures.

k	p	m	p
kite	pencil	mop	pail
monkey sock kitten	pumpkin rip pan	mother hammer jam	pen map supper

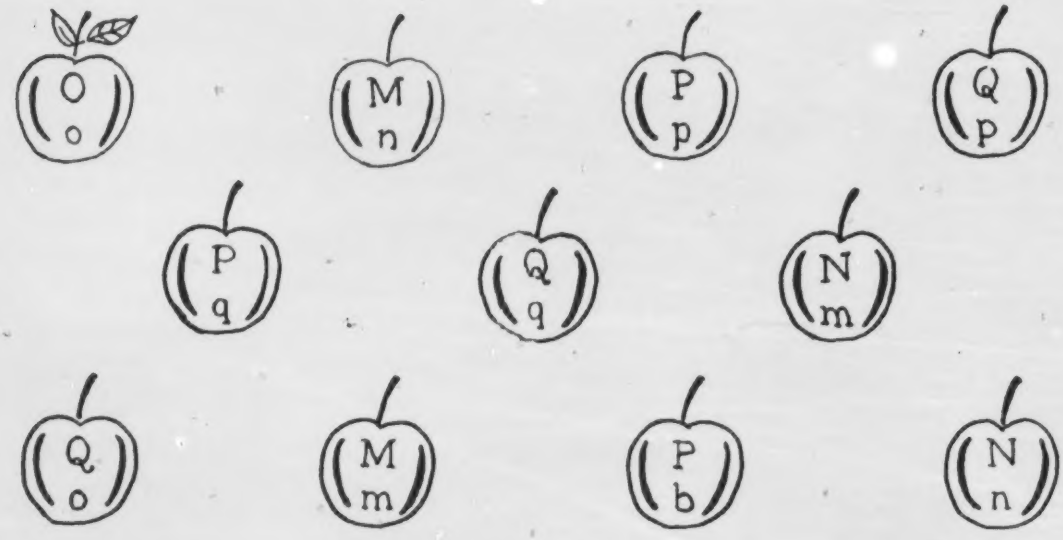
m	l	o	n 
man	lamp	ox	nest
moon Sam summer	lemon sail play	out two one	no sunny bun

NAME_____

Mm-Qq: Look at the letter in the corner of each box. Draw a ring around the same letter in each word within the box.

m	n	o	p	q
man	nest	oak	pen	quilt
woman	pan	open	pepper	quit
team	nine	door	drop	begin
simmer	winner	color	pipe	quart
mow	neat	off	pump	queen
Timmy	banana	frog	apple	guard
worm	nut	clock	spider	quiet

Draw leaves on the stems of all apples that contain partner letters.



RECOGNITION OF LETTERS

NAME_____

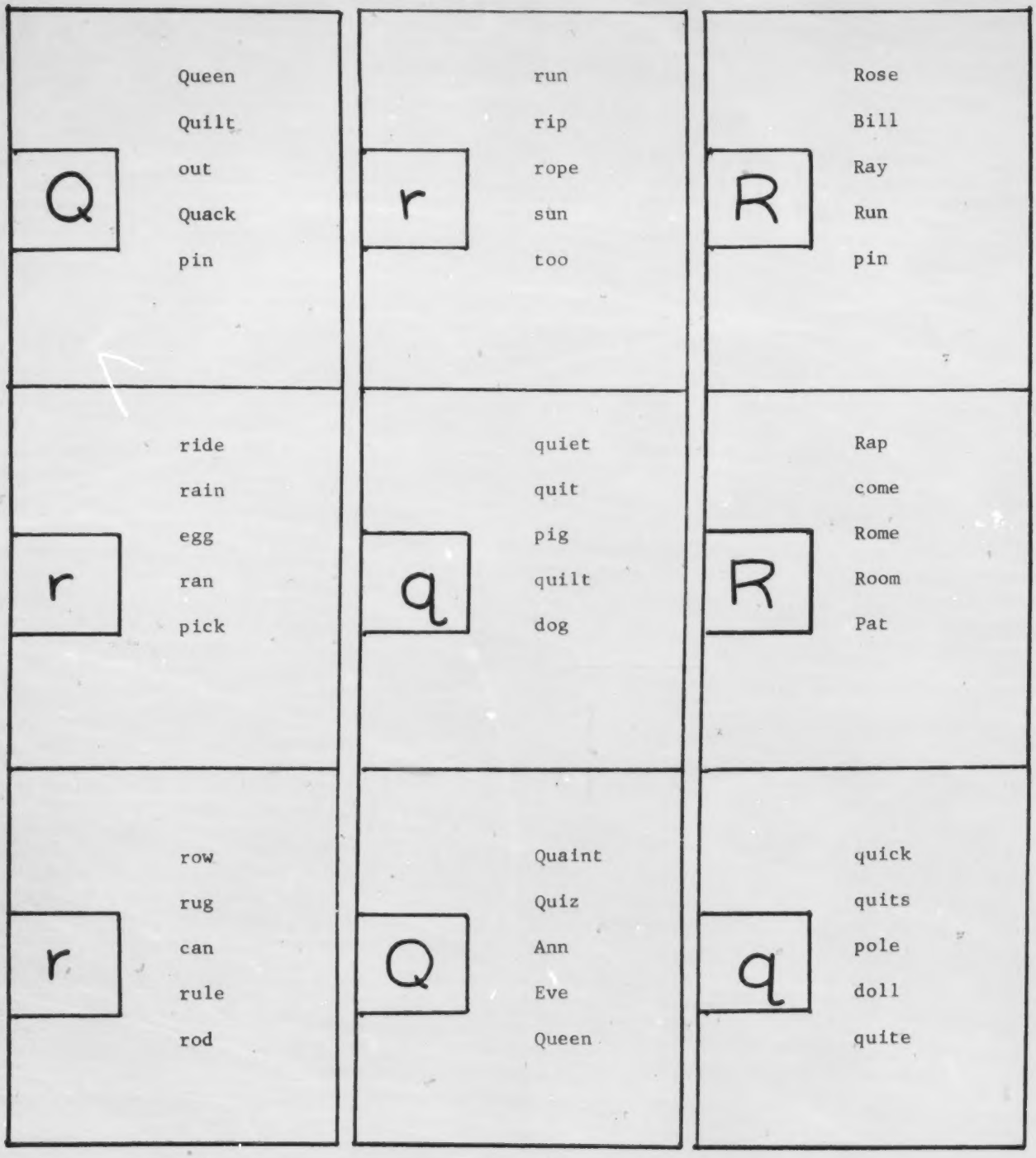
Rr, Ss, Tt: Look at the letter in the corner of each box. Draw a ring around the same letter in each word within the box.

R Bob Rose Ross Pete	S Sue Queen Sam Ray	T Tom Fred Tim Ted	r nose rose tire fire
s scissors glass soap six	t rent tent fate tomato	r ruler rock rope near	t time tell let fat

R and r are partner letters. S and s are partner letters. T and t are partner letters. Put an X on each box that has partner letters. Print each pair of partner letters in the space below.

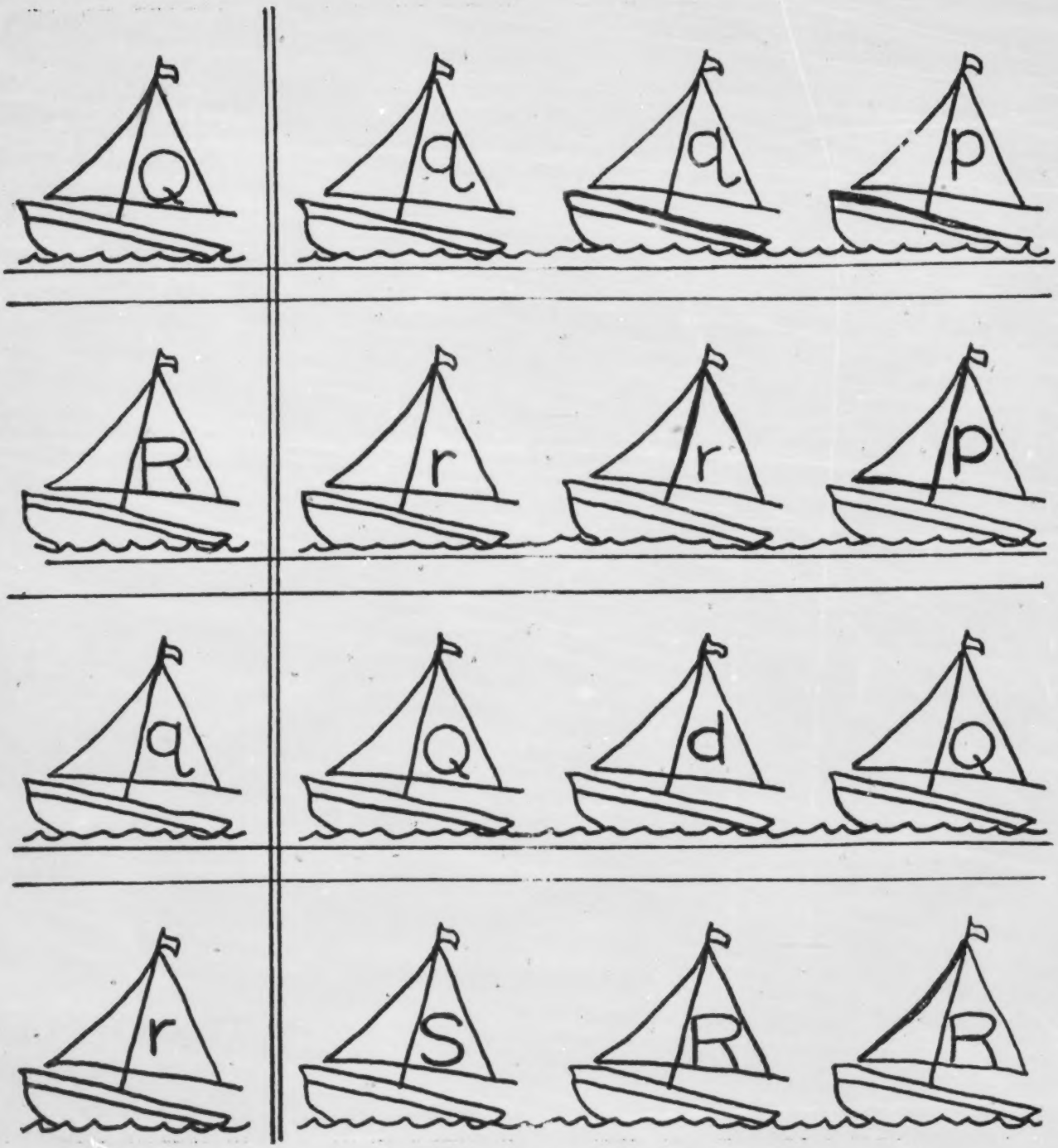
Rs	Rr	Tr
Ss	Rt	St
Ts	Sr	Tt

UNIT 1: Letters Qq, Rr
DIRECTIONS: Make lines to the words that begin with the letter that is in the box.



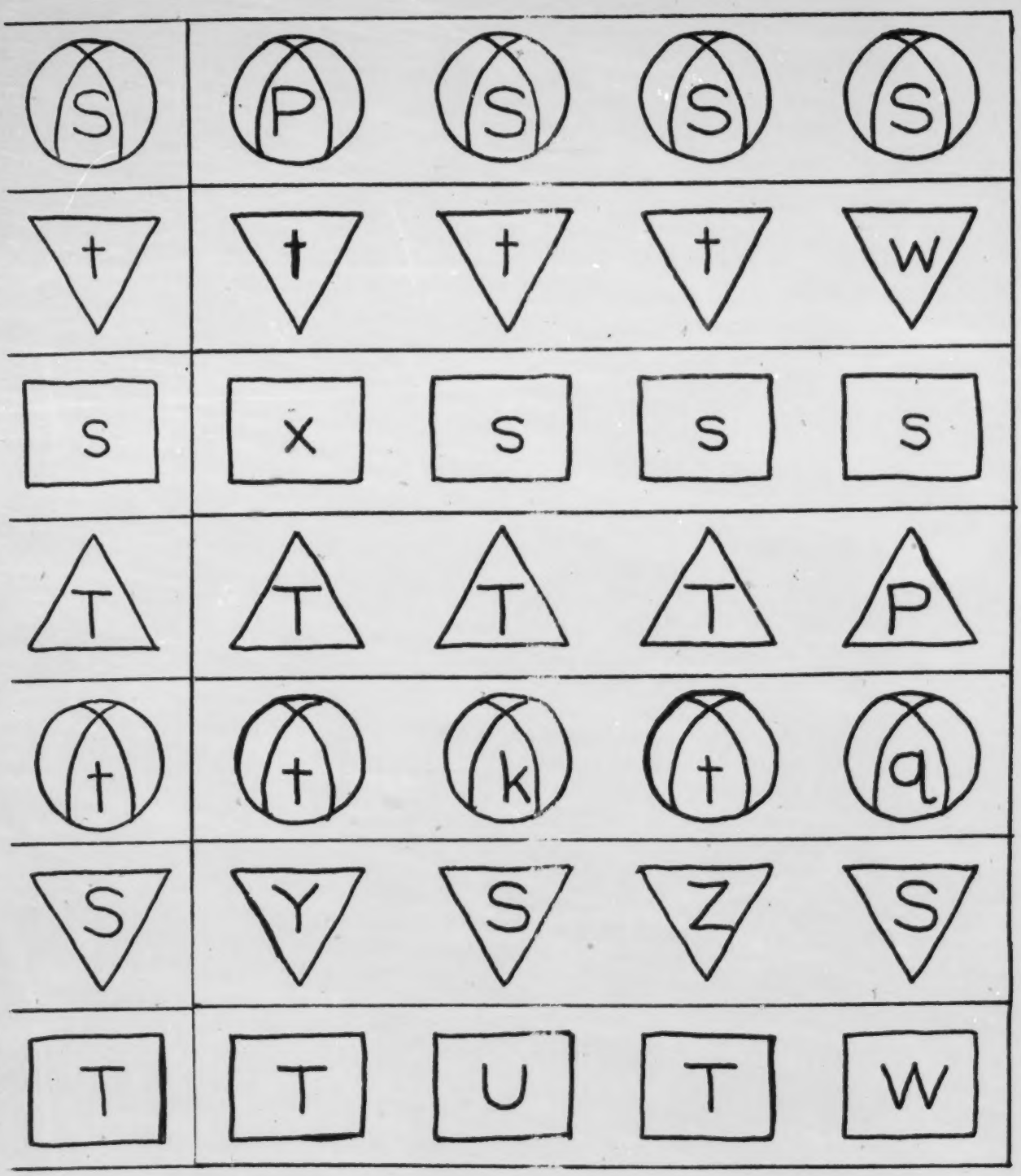
UNIT 1: Letters Qq, Rr

DIRECTIONS: Look at the letter on the boat at the beginning of each row. Color the boats that have the partner letter.



UNIT 1: Letters Ss, Tt

DIRECTIONS: Color the objects in each row if they look like the first one.



UNIT 1: Letters Ss, Tt
DIRECTIONS: Look at the letter in the middle of the big box. Draw an X in box that has its partner letter.

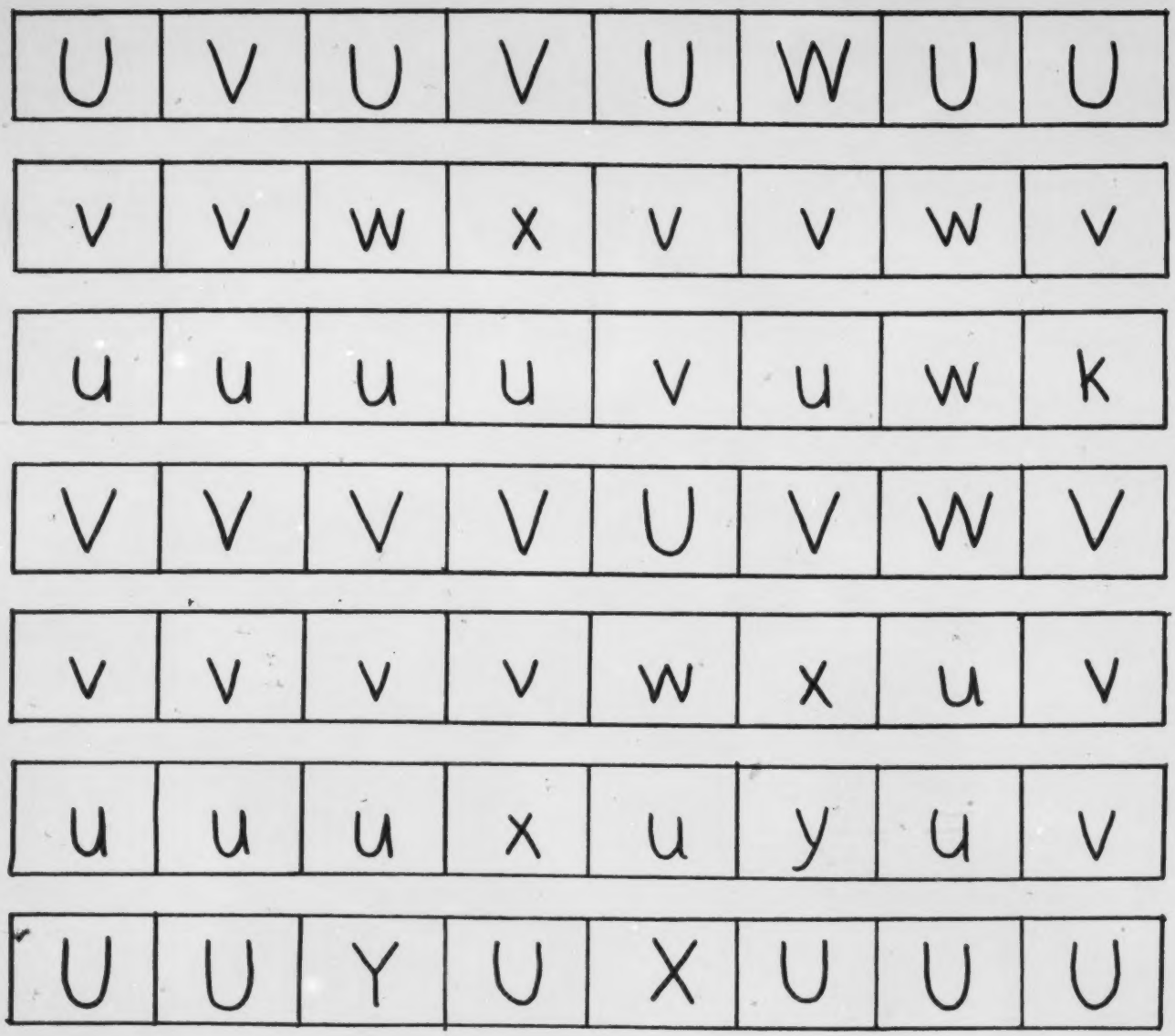
S	S	I	t	S	z
S		T		s	
z	S	t	K	S	S

t	u	X	S	T	T
T		s		t	
t	t	S	P	L	T

s	s	T	T	S	X
S		t		s	
s	w	L	M	S	W

Y	X	V	S	r	s
t		s		S	
T	T	U	S	s	x

UNIT 1: Letters Uu, Vv
DIRECTIONS: Color the boxes in each row yellow if they have the same letter as the first one.



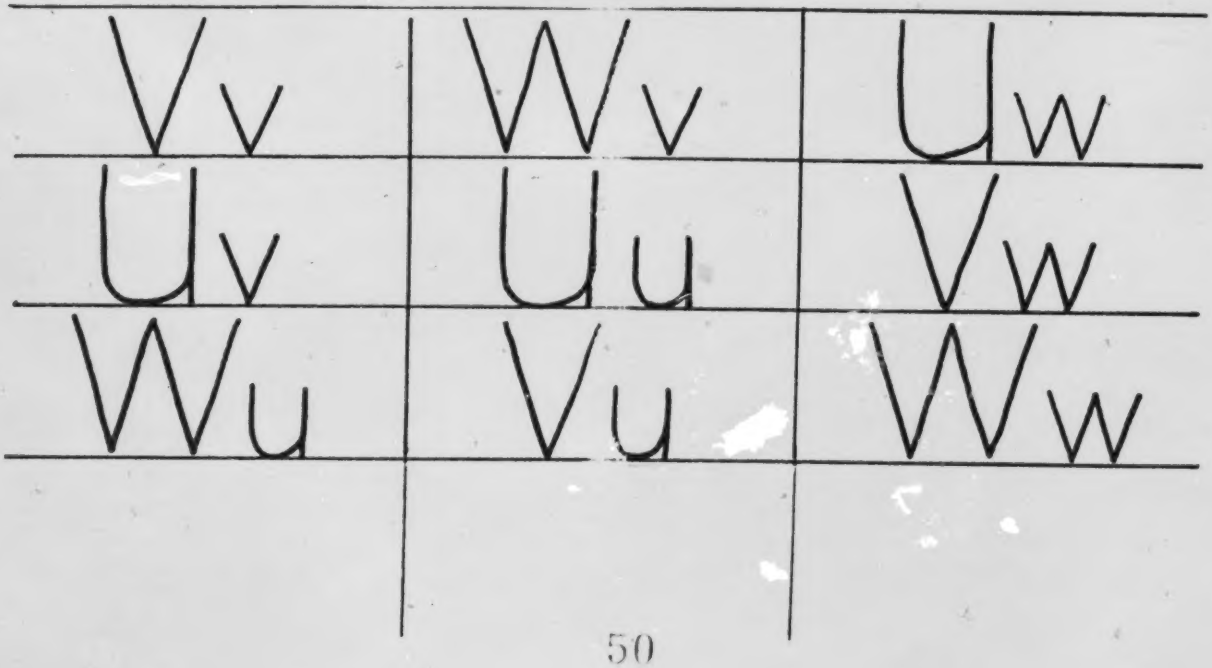
DID YOU FIND ALL THE LETTERS THAT ARE THE SAME IN EACH ROW?

RECOGNITION OF LETTERS
NAME_____

Uu, Vv, Ww: In each box draw a line to join the letters that match.

U	V	U	U	V	W	W	V	U	W
U	V	W	W	W	V	U	V	V	U
u	u	r	u	v	v	w	v	M	W
m	n	u	s	k	r	w	m	W	N
V	N	u	u	m	w	u	u	w	v
K	V	n	u	w	w	v	v	w	v

U and u are partner letters. V and v are partner letters. W and w are partner letters. Put an X on each box that has partner letters. Print each pair of partner letters in the space below.



UNIT 1: Letters Uu, Vv
DIRECTIONS: Place an X before any of Billy's words that have u in them. Place an X before any of Mary Alice's words that have v in them.

___	cute	___	baby
___	uniform	___	boat
___	Jack	___	blue
___	mule	___	big
___	aunt	___	use
___	sun	___	true
___	on	___	music
___	for	___	kitten
___	could	___	fish
___	bed	___	flag
___	under	___	house
___	hammer	___	put
___	window	___	bun
___	surprise	___	seesaw
___	round	___	our
___	under	___	turtle

___	vinegar	___	deer
___	visit	___	river
___	her	___	see
___	village	___	my
___	to	___	velvet
___	never	___	evening
___	ever	___	drum
___	see	___	seven
___	van	___	vacation
___	every	___	eleven
___	have	___	cake
___	Veronica	___	save
___	called	___	favor
___	Victor	___	pill
___	violet	___	violin
___	duck	___	vase

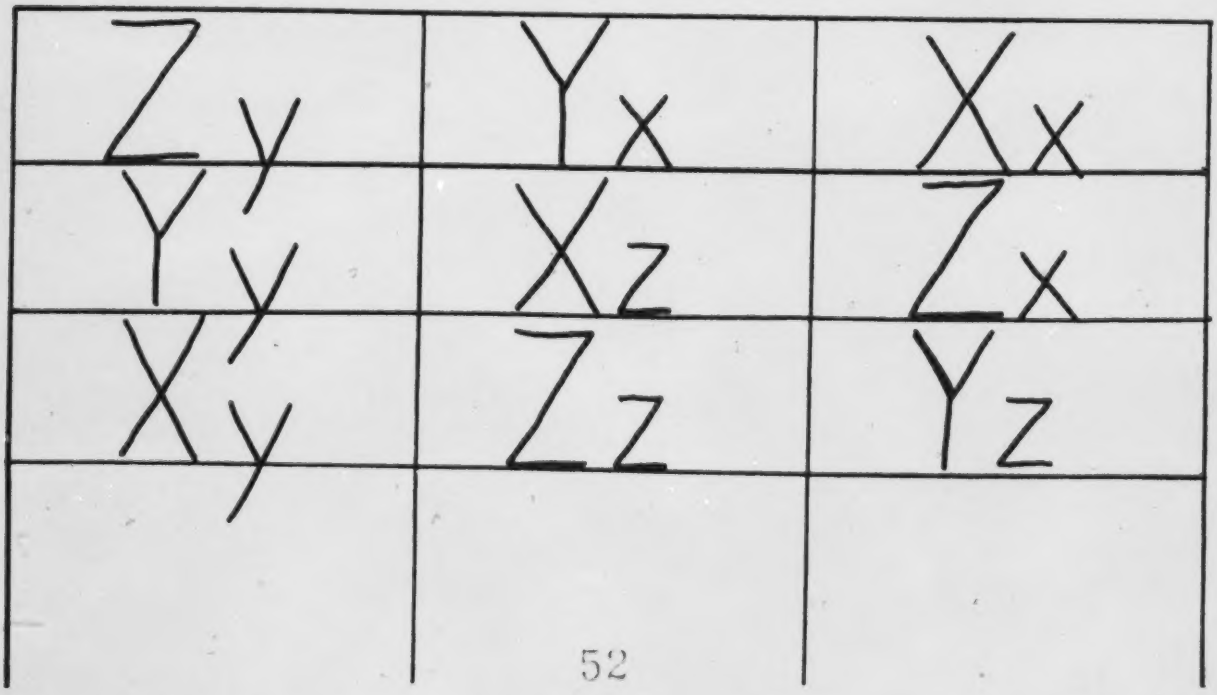
RECOGNITION OF LETTERS

NAME_____

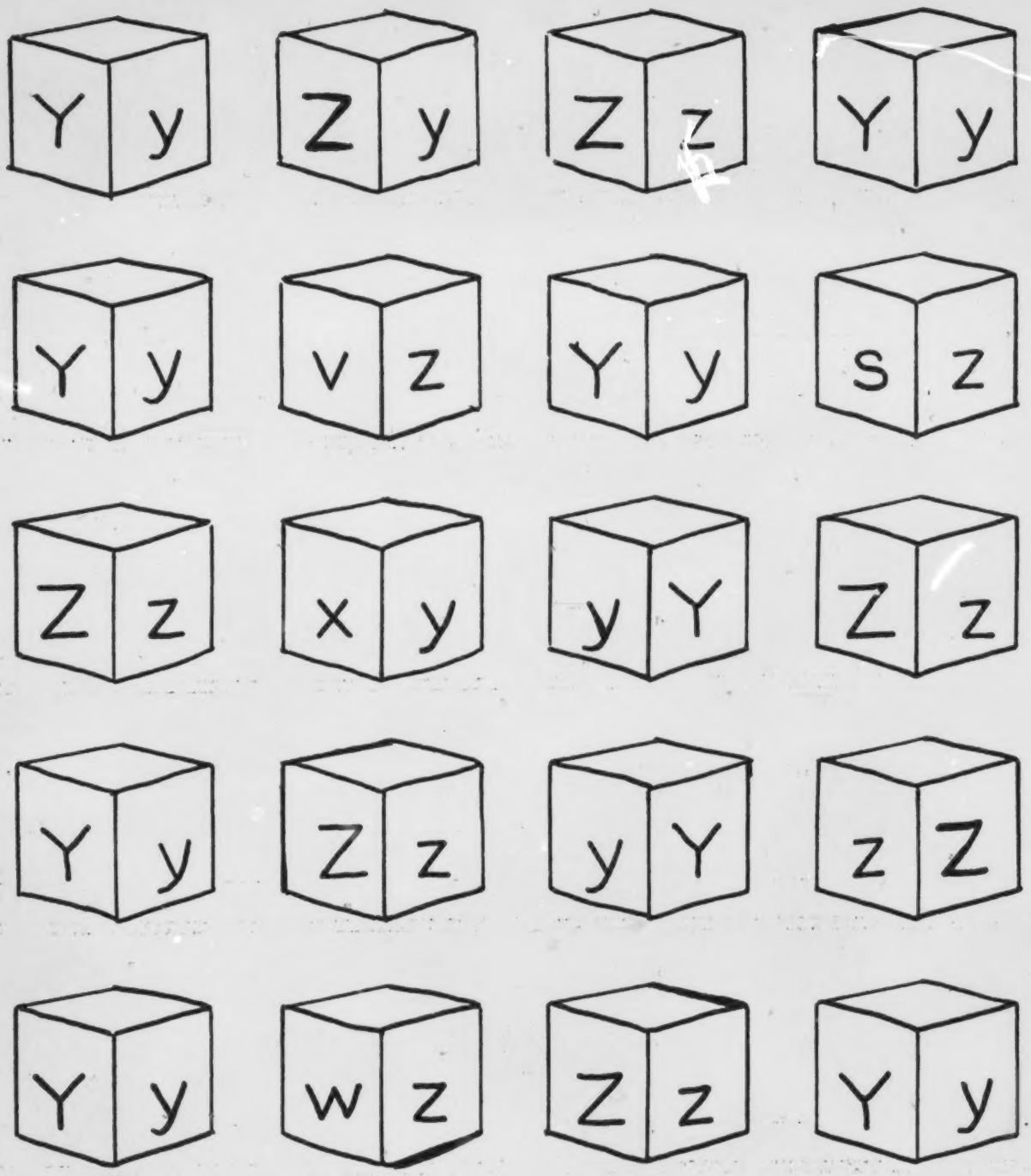
Xx, Yy, Zz: In each box draw a line to join the letters that match.

X Y Y X	Z z X x	Y Y Z z	x y x y	x z z x
y y z z	r n n r	t t r r	i t i t	m n n m
o c o c	i i l l	b d d b	q p q g	t f f h

X and x are partner letters. Y and y are partner letters. Z and z are partner letters. Put an X on each box that has partner letters. Print each pair of partner letters in the space below.



UNIT 1: Letters Yy, Zz
DIRECTIONS: Color the box if the letters are partners.



UNIT 1: Letters Ww to Zz
DIRECTIONS: Look at the letter in the corner of the box. Find the same letter in each word and draw a ring around it.

Z zinnia	zero	zigzag	zipper	zone	zoo
	maize	froze	fuzz	zebra	blaze
y yarn	yard	layer	yellow	yawn	may
	yacht	maybe	silly	yes	play
X ax	box	tax	fox	waxing	Max
	mix	Rex	boxing	ox	ax
W wagon	window	warm	writer	want	wash
	mellow	wind	flower	water	what

RECOGNITION OF LETTERS

NAME_____

Rr-Zz: Look at the letter in the corner of each box. Draw a ring around the same letter in each work within the box.

r

rose
deer
wire
read

u

umbrella
umbrella
fun
queen
pump

x

xylophone
fox
ax
six

s

safe
seats
vise
suits

v

vase
weave
dive
veal

y

yarn
cry
baby
yam

t

tent
kite
tot
sit

w

ig
weave
wick
will

z

zipper
sip
zigzag
zoom

Aa-Zz: Play Tick-Tack-Toe. Find the three letters in a row that are alike and draw a line through them. Sometimes you may find more than one line in a game. Look carefully.

u	u	n	m	m	m	s	z	s	w	w	w	y	x	y
n	n	n	m	r	r	z	z	z	w	v	w	y	y	x
u	u	u	r	r	m	s	s	z	v	v	v	x	x	x
i	i	i	a	e	a	d	d	b	g	g	g	m	n	m
i	l	i	e	e	e	b	b	d	q	q	q	m	m	m
l	l	l	e	a	a	b	b	b	g	q	g	n	n	n

A B C D E F G H I

a b c d e f g h i

J K L M N O P Q R

j k l m n o p q r

S T U V W X Y Z

s t u v w x y z

Skill 3: Masters of small letters

Write the small letter on the line beside the capital letter:

A _ B _ C _ D _

E _ F _ G _ H _

I _ J _ K _ L _

M _ N _ O _ P _

Q _ R _ S _ T _

U _ V _ W _ X _

Y _ Z _

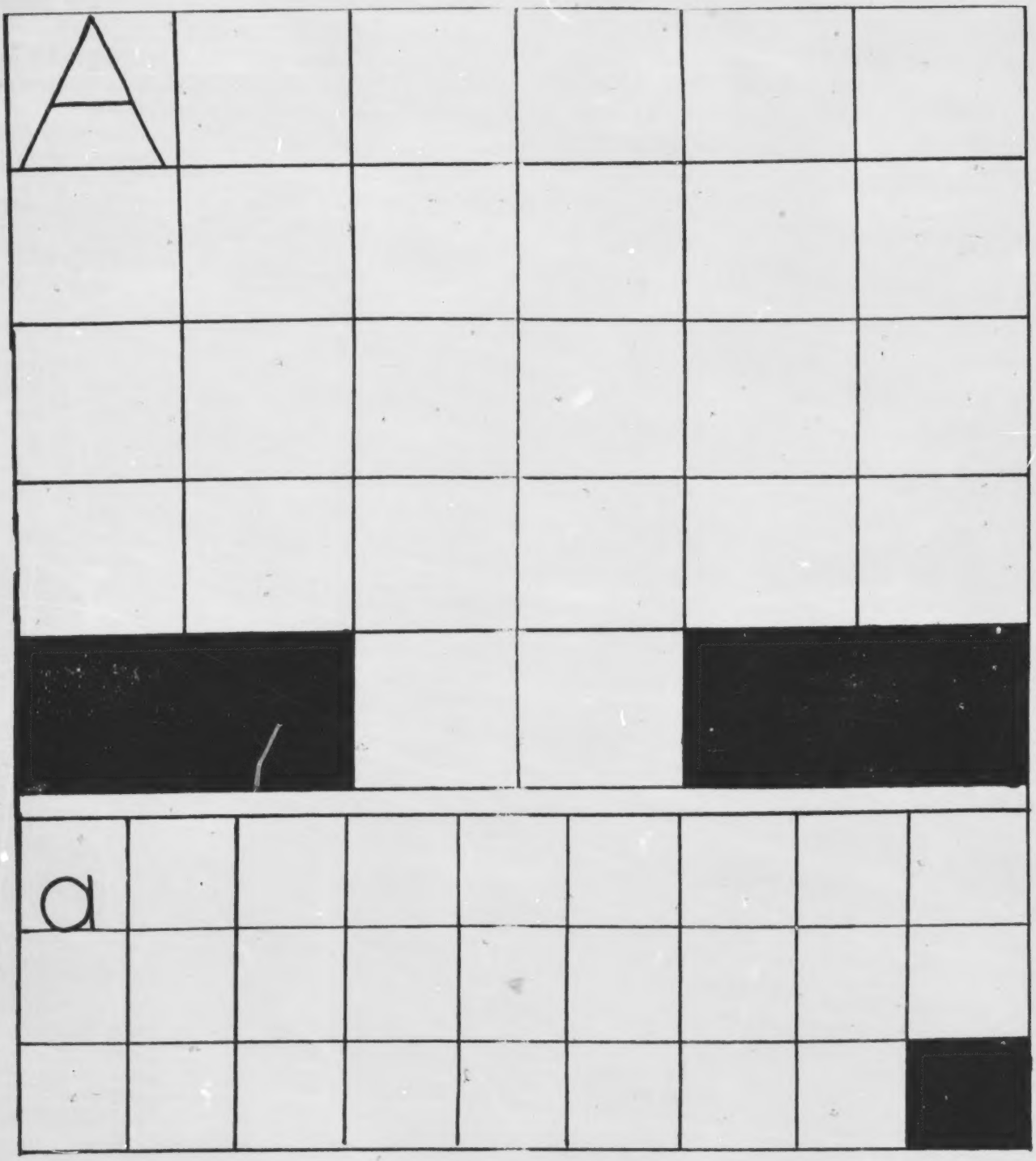
Do you know the alphabet?

Write the missing letters in the blanks:

A	_	C	D	_	F
_	H	_	J	_	L
_	N	O	_	_	R
_	T	U	_	W	_
Y	_				

a	b	_	_	e	_	g
_	_	j	_	l	_	_
o	_	q	r	_	t	u
_	_	x	_	_		

UNIT I: Sequence of the alphabet.
DIRECTIONS: Print the capital letters.
Print the small letters.



1

LESSON 4

A A

a a

M M

m m

N N

n n

P P

p p

I I

i i

Building language skills-Writing: Show the students how to hold their pencils steady, with the index finger about an inch from the tip of the pencil. Demonstrate the correct formations of the letters on the chalkboard. Ask the students to trace the letters in the book and then write the letters in the spaces provided. Manuscript writing is introduced first because of its similarity to printed words that the student will be reading, and because most application and government forms require the student to "print." Cursive writing is demonstrated later.

4

LESSON 4

G G

g g

U U

u u

K K

k k

W W

w w

F F

f f

Building language skills - Writing: Demonstrate the correct formation of the letters on the chalkboard. Ask the student to trace the letters in the book and then write the letters in the spaces provided.

2

LESSON 3

H H

h h

O O

o o

T T

t t

B B

b b

S S

s s

3

LESSON 4

R R

r r

E E

e e

D D

d d

L L

l l

C C

c c

5

LESSON 4

j J

i j

q Q

q q

v V

v v

x X

x. x

Y Y

y y

z Z

z z

6

LESSON 1

All the letters are in the alphabet. These are all the letters.

This is the alphabet!

Aa	Aa	*Aa*	Nn	Nn	*Nn*
Bb	Bb	*Bb*	Oo	Oo	*Oo*
Cc	Cc	*Cc*	Pp	Pp	*Pp*
Dd	Dd	*Dd*	Qq	Qq	*Qq*
Ee	Ee	*Ee*	Rr	Rr	*Rr*
Ff	Ff	*Ff*	Ss	Ss	*Ss*
Gg	Gg	*Gg*	Tt	Tt	*Tt*
Hh	Hh	*Hh*	Uu	Uu	*Uu*
Ii	Ii	*Ii*	Vv	Vv	*Vv*
Jj	Jj	*Jj*	Ww	Ww	*Ww*
Kk	Kk	*Kk*	Xx	Xx	*Xx*
Ll	Ll	*Ll*	Yy	Yy	*Yy*
Mm	Mm	*Mm*	Zz	Zz	*Zz*

Building language skills-Symbols: Begin to teach the names of the letters in alphabetical order. Explain and demonstrate alphabetical listings in dictionaries, telephone books, alphabetical index files, etc. Let the student locate familiar words of names. Contrast the appearance of the letters in typed manuscript, and cursive. Introduce the two new sight words all and alphabet and explain the ph and f represent the same sound.

My name is .....

A B C D E F G H I J K L M

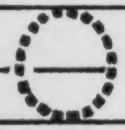
N O P Q R S T U V W X Y Z

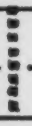
a b c d e f g h i j k l m

n o p q r s t u v w x y z

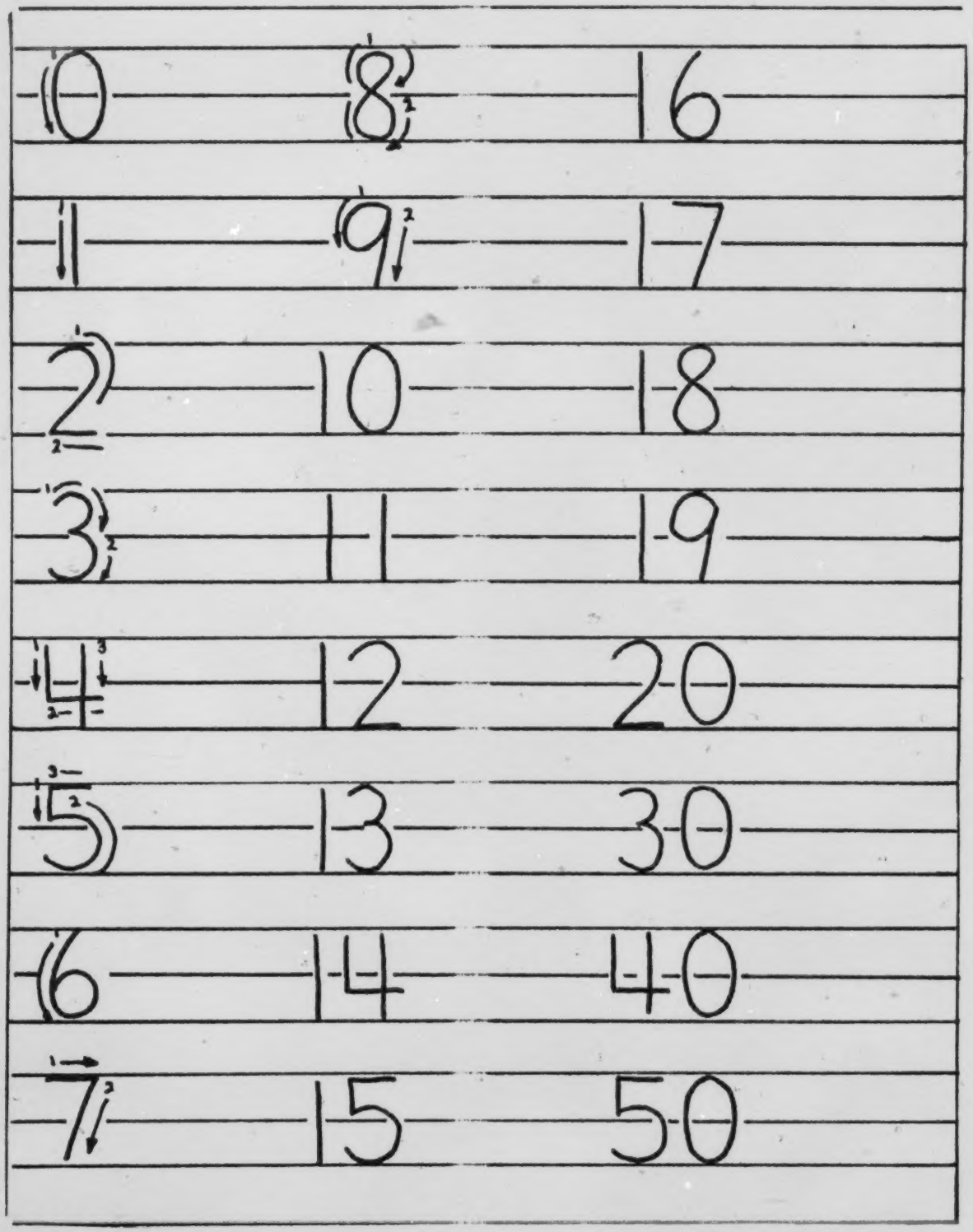
1 2 3 4 5 6 7 8 9 10

Homework





Writing Lesson

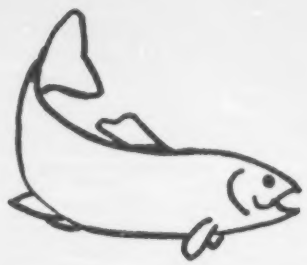


Lesson 11

Chart 11

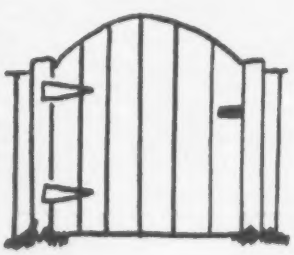
Numbers		
0 zero	10 ten	20 twenty
1 one	11 eleven	21 twenty-one
2 two	12 twelve	22 twenty-two
3 three	13 thirteen	23 twenty-three
4 four	14 fourteen	24 twenty-four
5 five	15 fifteen	25 twenty-five
6 six	16 sixteen	26 twenty-six
7 seven	17 seventeen	27 twenty-seven
8 eight	18 eighteen	28 twenty-eight
9 nine	19 nineteen	29 twenty-nine
30 thirty	40 forty	70 seventy
31 thirty-one	50 fifty	80 eighty
32 thirty-two	60 sixty	90 ninety
100 one hundred		

UNIT 2: Review of initial Consonants F, J, G
DIRECTIONS: Find all the words that begin with the same sound as the name of the picture and draw an X on them.



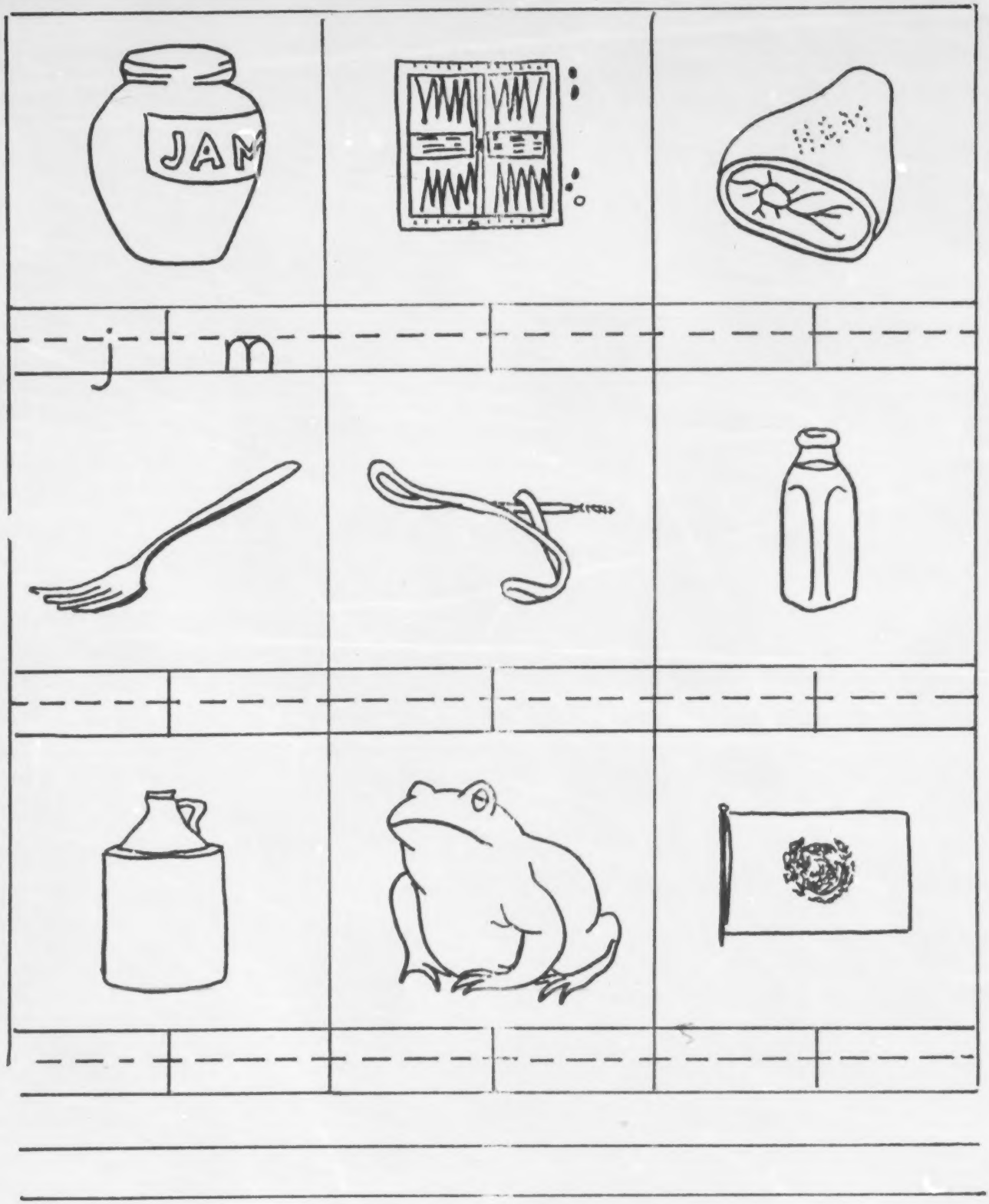
man	book	fAn	hand	ten
have	house	find	fun	fire
fix	see	four	boy	first
fish	father	help	big	funny
foot	for	fed	make	kite

jump	soap	jell	bat	bed
jug	hat	made	sit	five
joke	Jill	jumped	just	from
Sun	must	Jan	Jack	hot
jam	horse	meat	kite	box



gum	gave	help	here	box
four	go	book	good	get
glove	got	going	horn	duck
fish	fill	give	gun	sun
game	ball	gate	five	jump

UNIT 2: Review of Consonants H, M, K, J, F, G
DIRECTIONS: Say the name of the picture. Print the beginning and ending letters that you hear in the boxes below each picture. Color all the pictures.



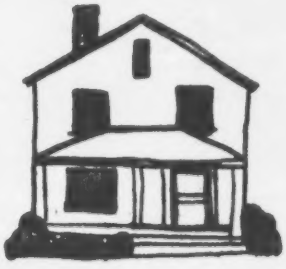
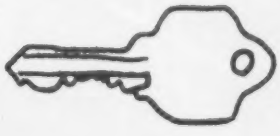
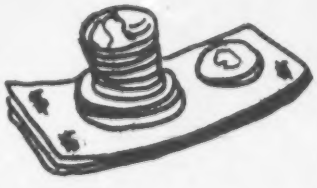
UNIT 2: Review of Consonants L, D, N
DIRECTIONS: Find all the words that begin with the same sound as the name of the picture, and draw an X on them.

lamp	hat	box	lily	to
soap	letter	bell	tire	lilac
noon	fox	laugh	loaf	mix
leaf	jug	baby	lemon	lady
red	lake	milk	look	little

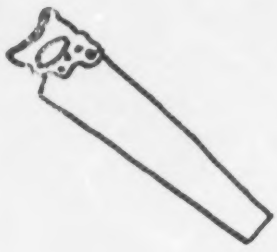
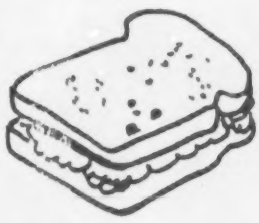
nest	nap	nose	bat	lamp
bell	nut	hop	north	will
night	top	noon	nickel	never
here	no	nurse	neck	name
next	cat	ham	nice	not

dog	doll	do	milk	dress
loaf	bun	tap	dish	did
duck	blue	drum	car	drop
dream	pill	dive	does	dress
flag	did	nut	died	do

UNIT 2: Review of Consonants H, M, K
DIRECTIONS: Draw a ring around the beginning letter. Color the pictures.

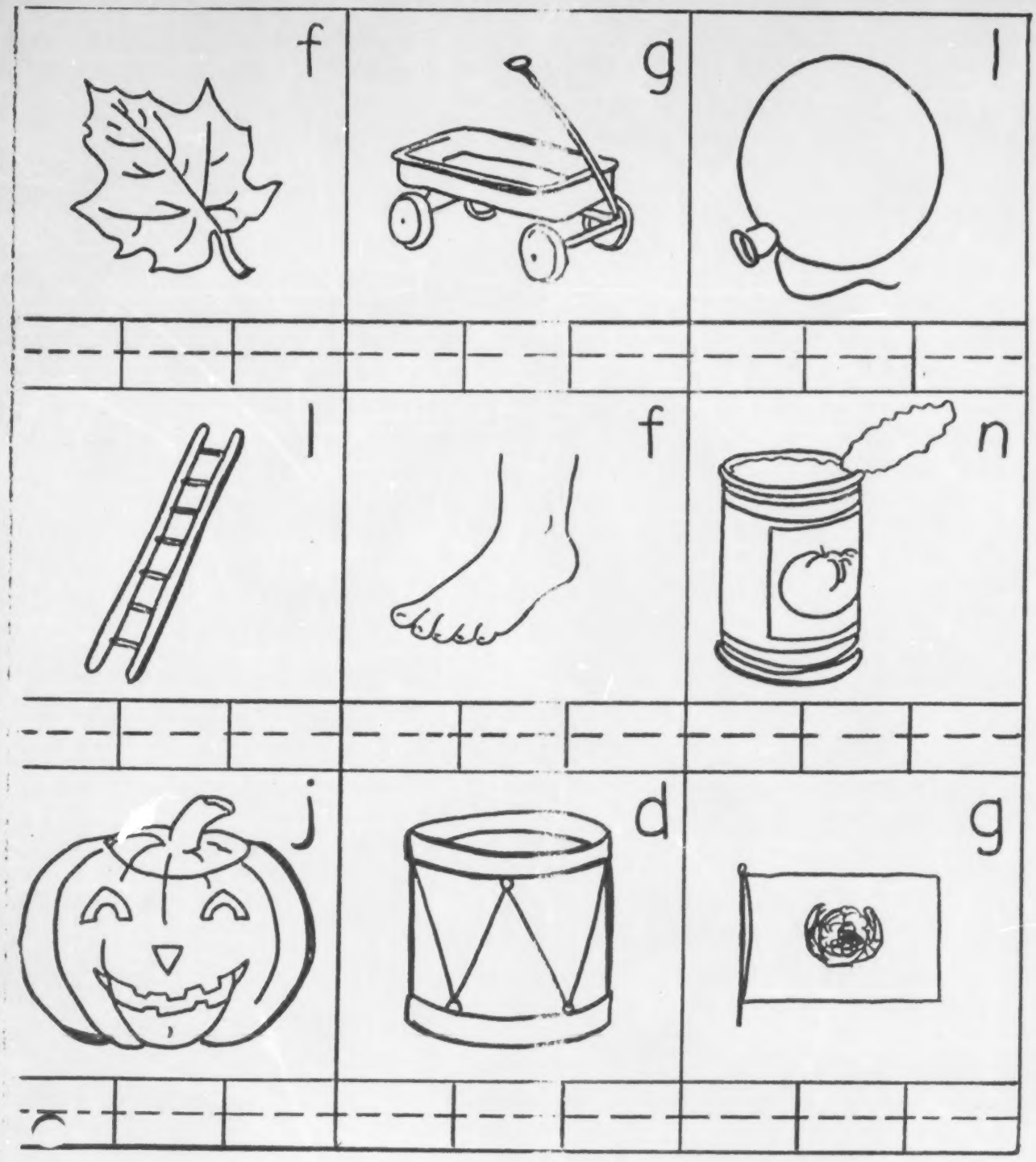
S T H B	M B K T	B H S M
S M T K	H K B M 	T B M K
M S T B	H K M S 	T S H B
H K T M	T B S M 	M H K T

DIRECTIONS: Draw a ring around the letter in which the name of the picture begins. Color all the pictures.

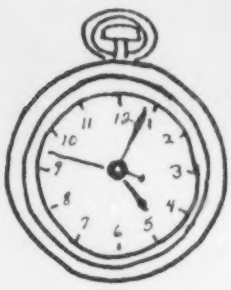
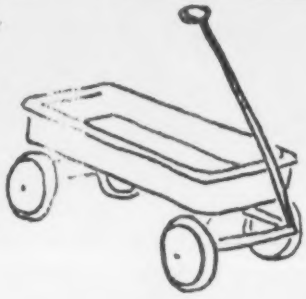
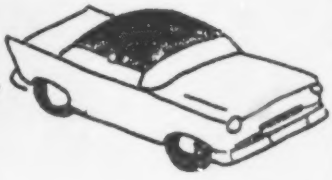
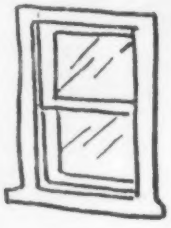
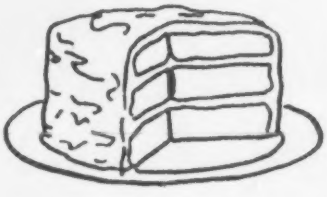
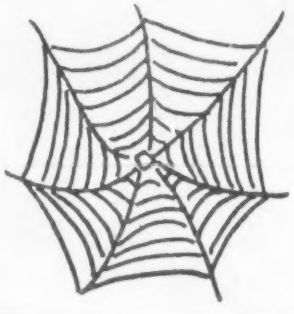
S T B	T B S	B S T	B T S
			
B S	S T B	B S T	T S B
			
T S	T B S	S B T	B S T

UNIT 2. Review of Consonants

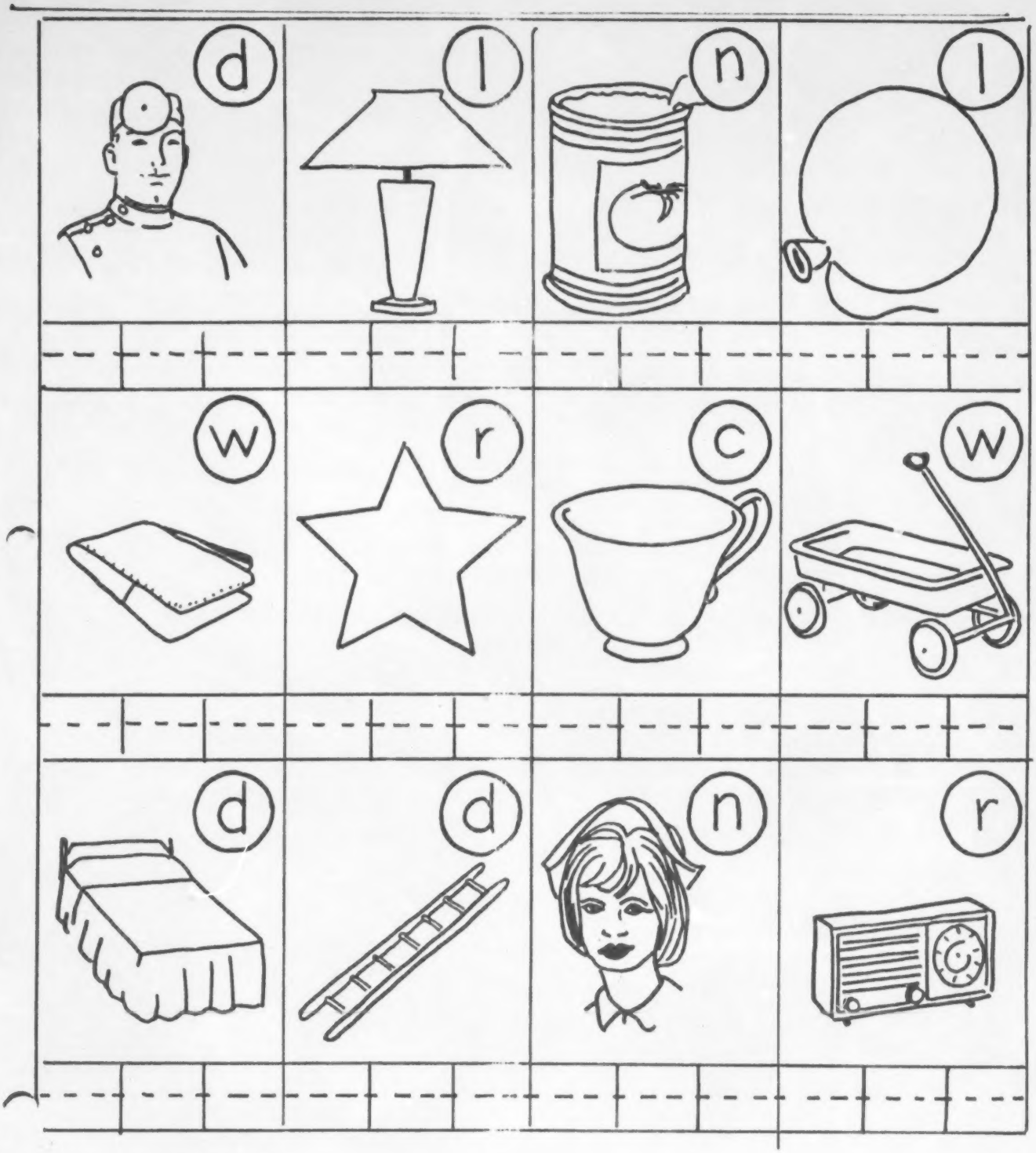
DIRECTIONS: Say the name of the picture. If you hear the letter at the beginning, print it in the first box, if in the middle, in the second box; if at the end, in the last box.



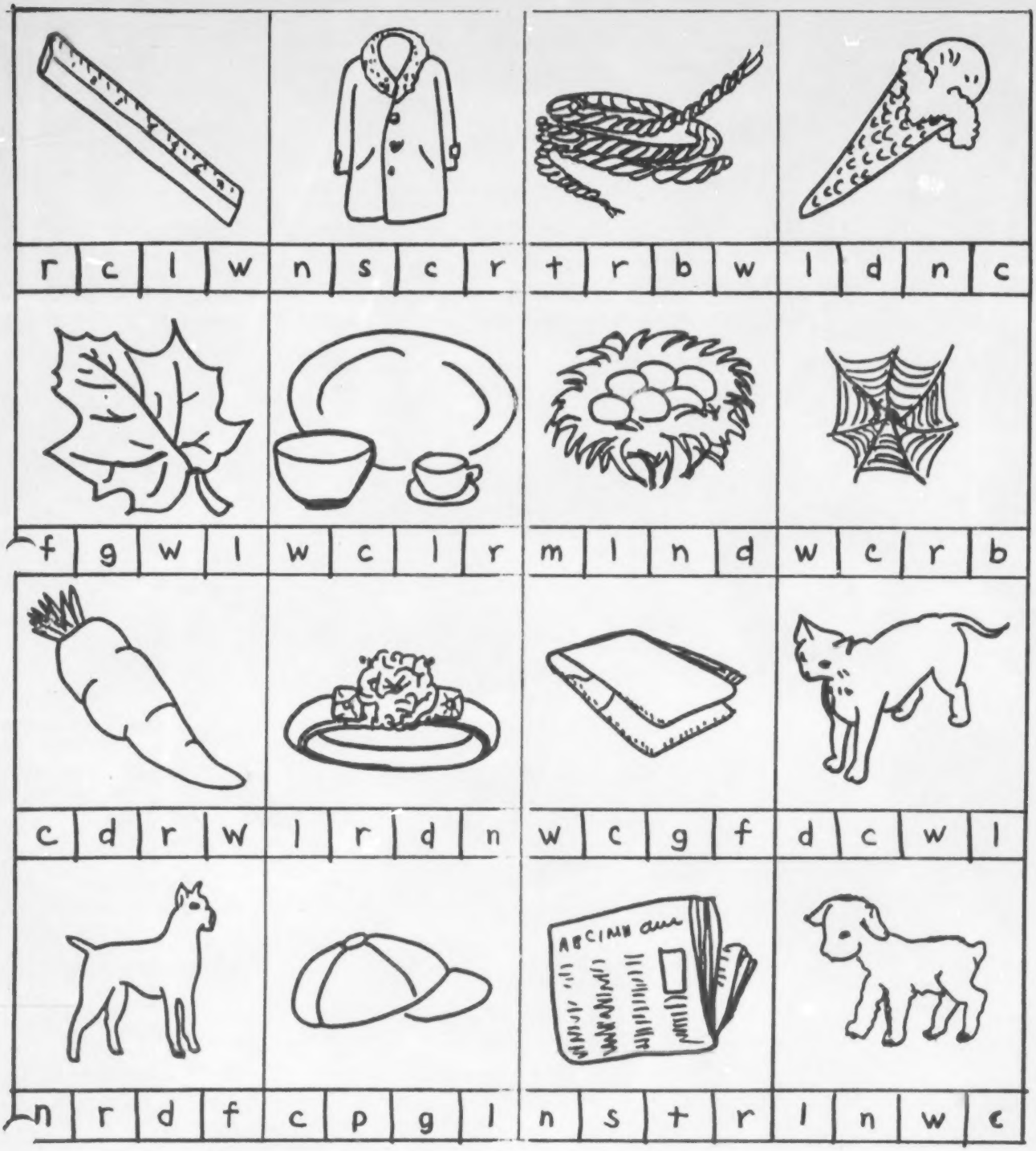
UNIT 2: Review of Consonants W, C, R,
DIRECTIONS: Say the name of the picture. Draw a ring around the beginning letter. If you wish, color the pictures.

W T F G 	R L W C 	B R C S
M S W C 	W R F G	D W H N 
W K D B	N R C T	F L D R
C K L M 	D F G R	W R J F 

UNIT 2: Review of Consonants L, D, N, W, C, R
DIRECTIONS: Say the name of the picture. If you hear the letter at the beginning, print it in the first box if in the middle, in the second box; if at the end, the last box.



UNIT 2: Review of Consonants L, D, N, W, C, R
DIRECTIONS: Say the name of the picture. Draw a ring around the beginning letter. Have fun and color all the pictures.

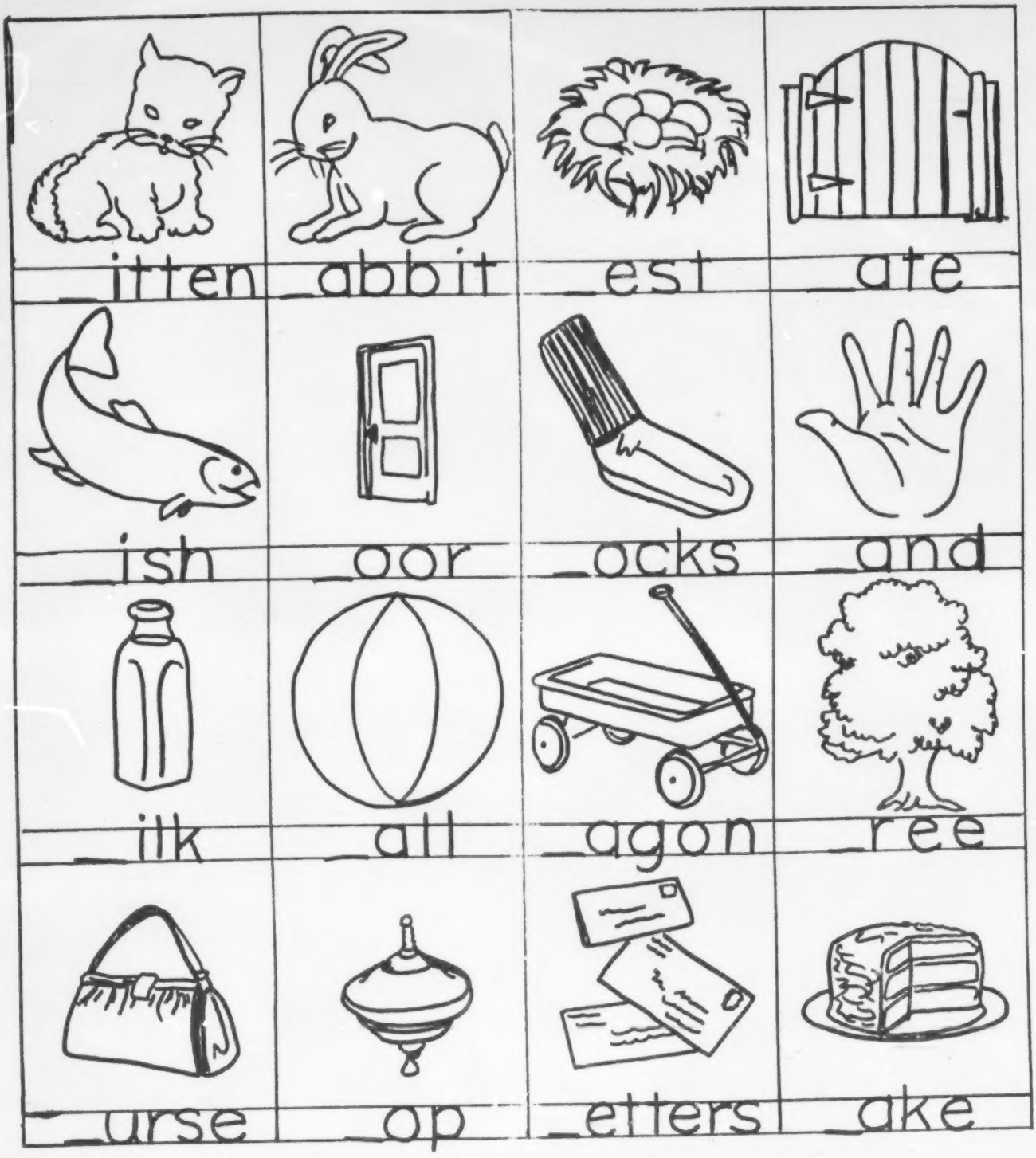


r	c	l	w	n	s	c	r	t	r	b	w	l	d	n	c
f	g	w	l	w	c	l	r	m	l	n	d	w	c	r	b
c	d	r	w	l	r	d	n	w	c	g	f	d	c	w	l
n	r	d	f	c	p	g	l	n	s	t	r	l	n	w	c

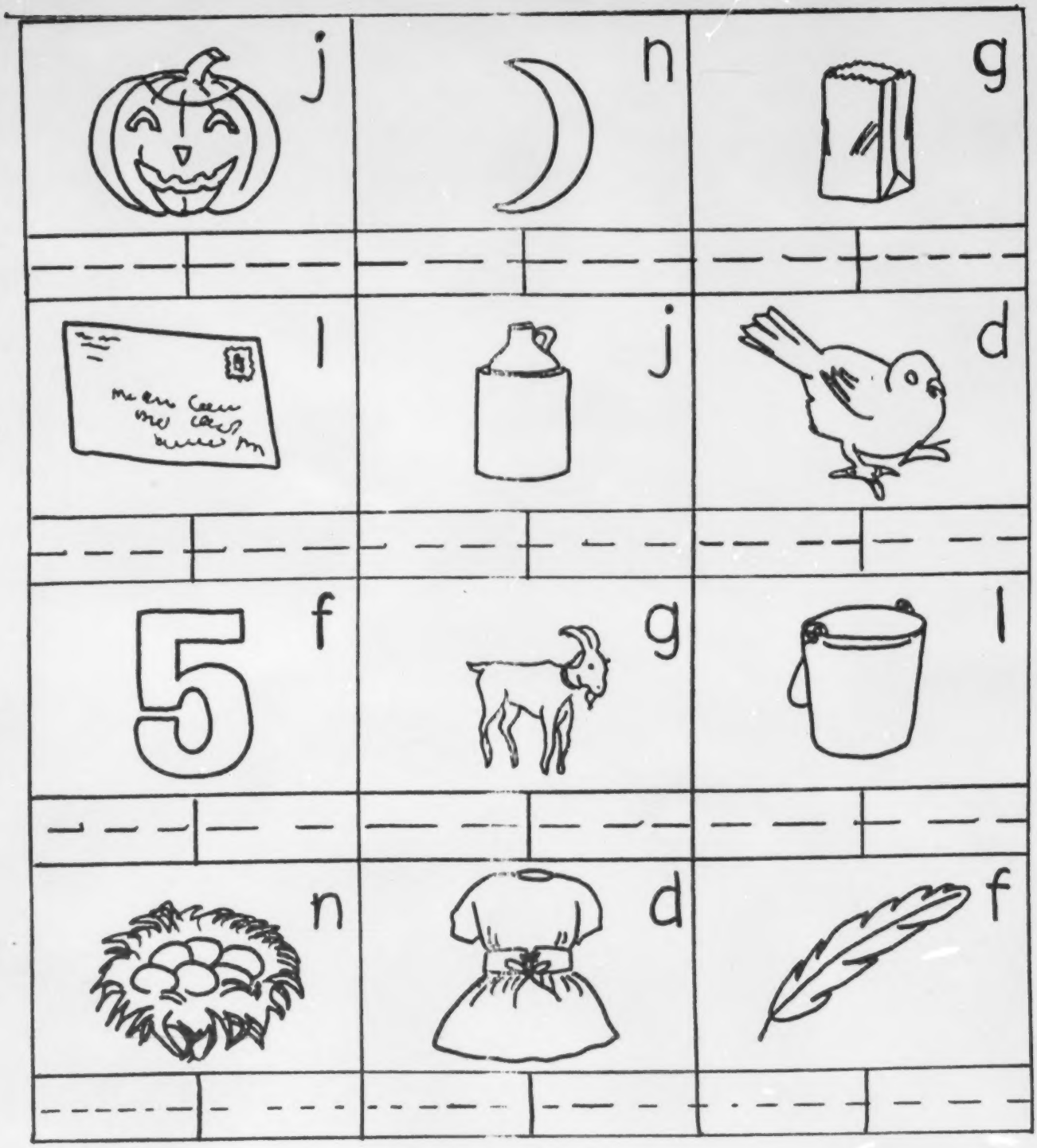
UNIT 2: Review of Consonants C, R, P, Q, V, W

DIRECTIONS: In each row, draw a ring around the pictures that begin with the sound of the letter at the beginning of the row.

UNIT 2: Review of Beginning Consonants
DIRECTIONS: Say the name of the picture. Print the beginning letter. Color all the pictures.

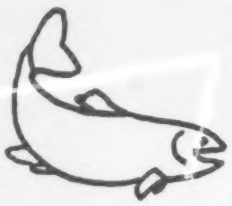
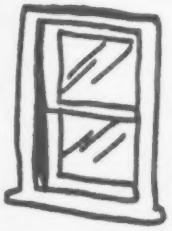
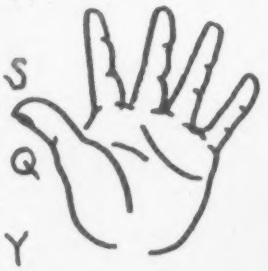
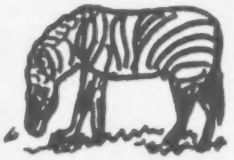


DIRECTIONS: Say the name of the picture. If it begins with the sound of the letter in the corner, print it in the first box. It it ends with it, print it in the second box.

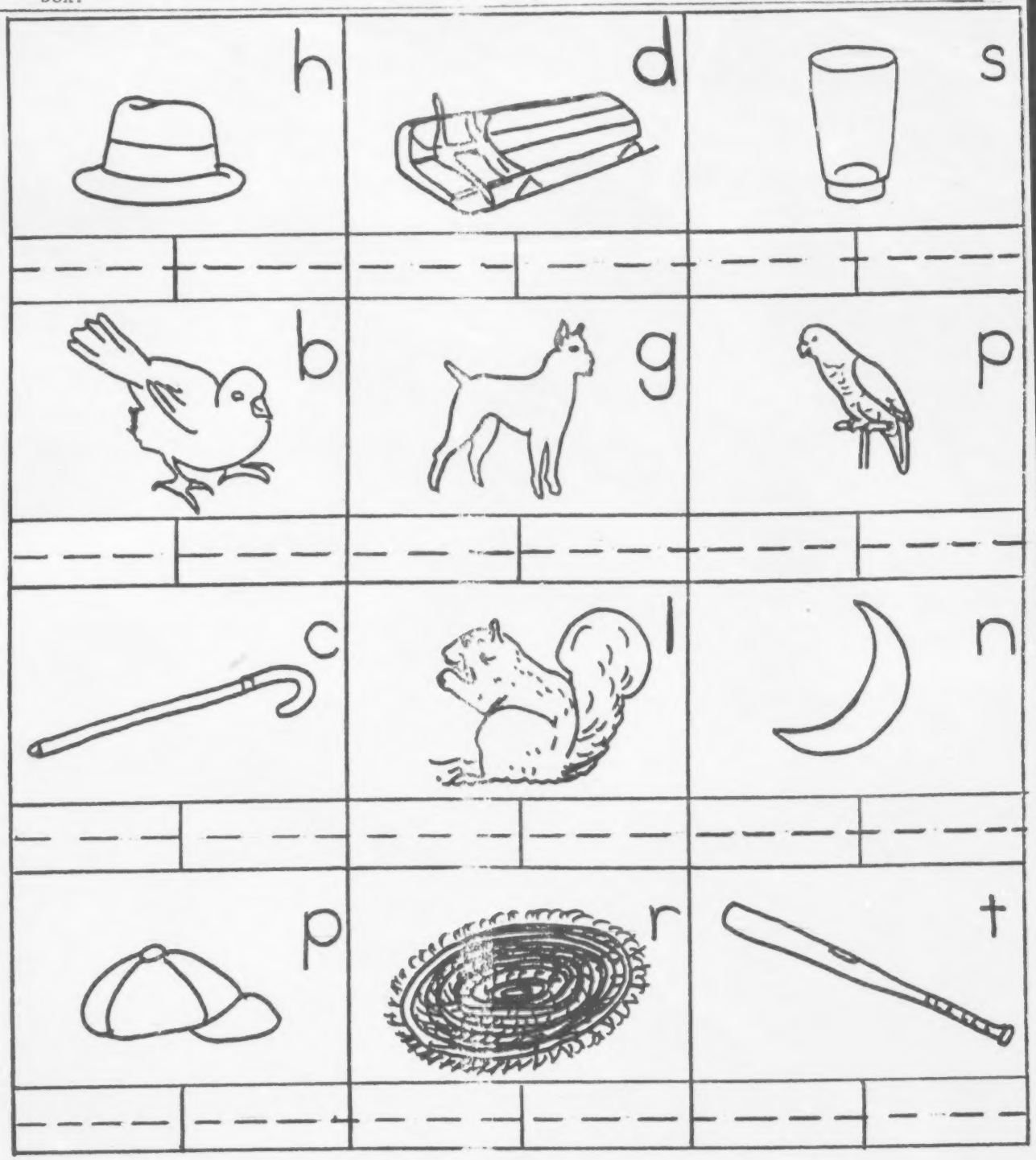


DIRECTIONS: In each row, draw a ring around the pictures that begin with the sound of the letter of the beginning of the row.

UNIT 2: Review of Consonants X, Y, Z
DIRECTIONS: Say the name of the picture. Draw a ring around the beginning letter.

F B P X 	S Y X Z	F D L M	K T D B
X P G Y	W X P Y 	D C Z X	Y X E S
S T X Y	L Y N B	H S Q Y 	Y K N H
Y D B S	R Y D T	S X Z Y 	R G S Y

UNIT 2: Review of Beginning and Ending Consonants
DIRECTIONS: Say the name of the picture. If it begins with the sound of the letter in the corner, print it in the first box; if it ends with it print it in the second box.



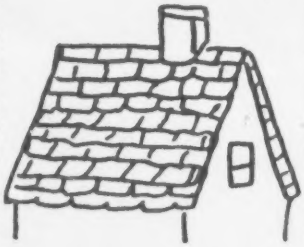
UNIT 2: Review of Ending Consonants
DIRECTIONS: Say the name of the picture. Print the ending letter. Color all the pictures.

tuli_

ha_

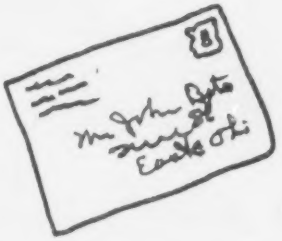
bir_

ba_


roo_

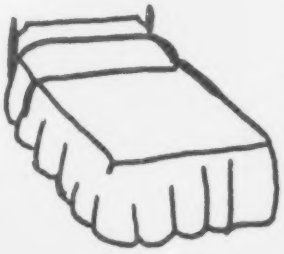
sta_

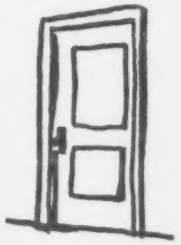
pi_


lette_

lea_

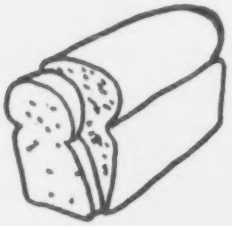
bi_

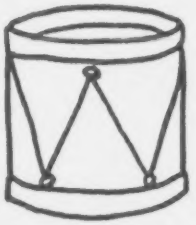

be_


doo_

finge_

broo_


brea_


dru_

DEFINITIONS AND RULES

The vowels are a, e, i, o, u, and sometimes y and w.

The consonants are the remaining letters.

A consonant blend consists of two or more consonants sounded together in such a way that each is heard -- black, train, cry, swim, spring.

A consonant digraph consists of two consonants that together represent one sound-- when, thin, this church, sheep, pack, know, write.

An irregular double vowel is a double vowel that does not follow Long Vowel Rule 1 -- school, book, bread, auto, yawn, eight.

A diphthong consists of two vowels blended together to form a compound speech sound -- cloud, boy, oil, cow, new.

Short Vowel Rule: If a word for syllable has only one vowel and it comes at the beginning or between two consonants, the vowel is usually short -- am, is, bag, fox.

Long Vowel Rule I: If a one-part word (or syllable) has two vowels, the first vowel is usually long and the second is silent -- rain, kite, cane, jeep.

Long Vowel Rule II: If a word (or syllable) has one vowel and it comes at the end of the word (or syllable), the vowel is usually long -- we, go, cupid, pony.

Y As a Vowel Rule:

1) If Y is the only vowel at the end of a one-syllable word, Y has the s sound of long i -- fly, try, by.

2) If Y is the only vowel at the end of a word of more than one syllable, Y has a sound almost like long E - silly, funny, baby.

Soft C and G Rule: When c and g are followed by e, i, or y, they are usually soft -- ice, city, change, gym.

THE SHORT VOWEL SOUNDS

A vowel is usually short when followed by a consonant.

This is called a closed syllable.

a	at	fat	cat
e	bed	Ed	fed
i	in	is	it
o	hot	not	lot
u	cub	up	cut

Fat Ed is not up.

UNIT 2: Short vowel A in rhyming words.
DIRECTIONS: In each block, draw a circle around the word that does not rhyme. Draw a picture of what the word says.

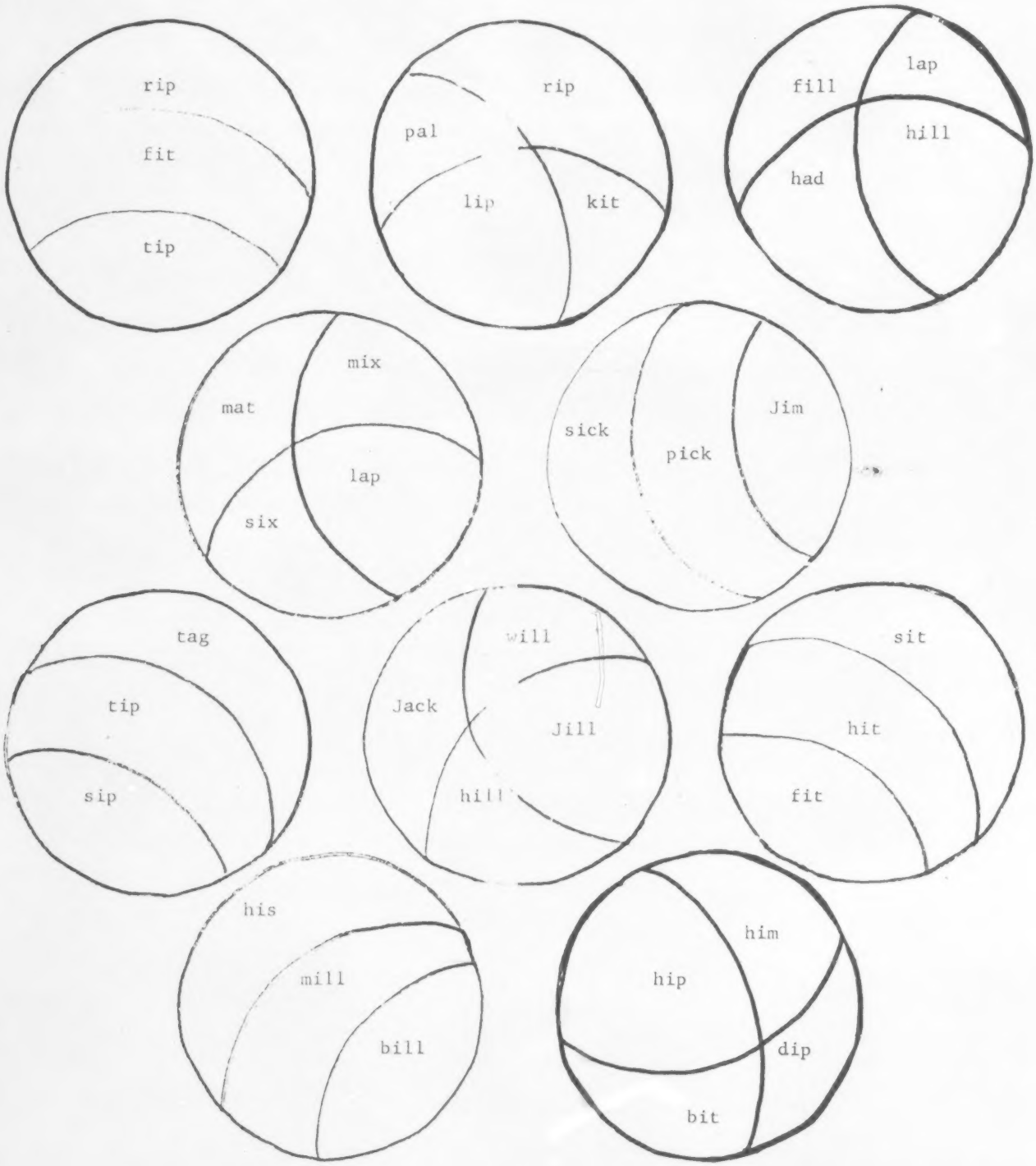
cat fan hat mat		Max tax bag wax		cap tap map cab	
sack hand back tack		bag rag cap tag		sand land pan band	
ham fan ran can		sad bat bad had		quack cat sack back	
hand land lamp sand		pan fan Dan hat		sat ax pat fat	

UNIT 2: Short vowel A

DIRECTIONS: Draw a circle around the short A word that belongs in the sentence, and print it on the line.

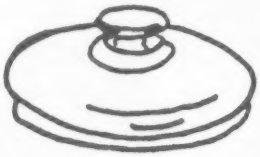
1.	Dad is a _____	band	man	sack
2.	Pat ran to _____	Dad	and	fat
3.	It is fun to go to _____	cat	lamp	camp
4.	A little _____ is a kitten.	rat	cat	can
5.	The boy can tip his _____.	cab	cap	cat
6.	The little duck said, "_____".	Back	Jack	Quack
7.	Ann can not run as _____ as Dan.	fan	fast	last
8.	I will _____ Mother if I may go.	as	ask	back
9.	Next week I will play in a _____.	land	band	bad
10.	Here is the money for your _____.	bank	bake	sat
11.	_____ went out to play with Bob.	Dan	Can	Ran
12.	Mary has a red _____.	nap	hat	fat
13.	Dick _____ to meet Father.	rap	fan	ran
14.	Look _____Ann's little doll.	an	at	am
15.	Come _____ as fast as you can.	sat	quack	back
16.	We _____ fun at camp.	ham	lad	had

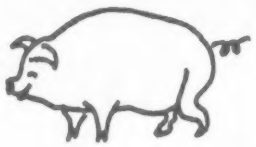
DIRECTIONS: Say the words in each ball. Color the parts of the ball which have rhyming words.



UNIT 2: Short vowel I.

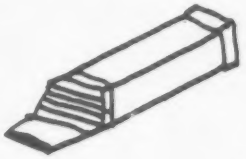
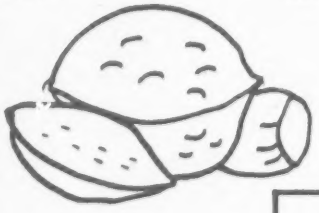
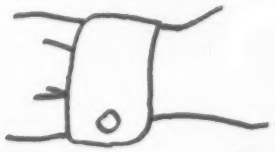
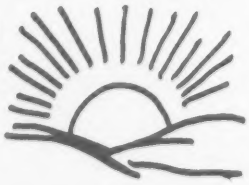
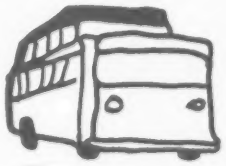
DIRECTIONS: Below each picture, print the name of the picture and a word that rhymes with it. Color all the pictures.





UNIT 2: Short vowel U

DIRECTIONS: Draw a circle around the name of the picture. In the box, print the vowel that you hear in the word.

can cup kit	gas gun  gum	Dick duck Dad
can cup cap	jug jig just	tug tip bug
but nuts  nap	calf cut  cuff	sack six sick
sun sum  dim	as bun  bus	ask ax is

UNIT 2: Short vowel U
DIRECTIONS: Read each riddle. Find the correct answer, and print it on the line.

Boys have fund with me. What am I? _____ dug gun fun run	I can say, "Bow wow." What am I? _____ cup up pup cut	You can eat me. What am I? _____ cut but fun nut
I am little. What am I? _____ bus tub sun bug	I can have milk in me. What am I? _____ up cut cup cuff	We like to do this. What is it? _____ just lump muff jump
This is fun to do. What is it? _____ fun run gun sun	You can ride in me. What am I? _____ bud bug bus us	You see me in the sky. What am I? _____ sun but run sum
I say, "Quack." What am I? _____ suck luck pup duck	We do this to Mother. What 's it? _____ up jump sun hug	We do this for Mother. What is it? _____ just dug dust rust

UNIT 2: Short vowels A, I, U.

DIRECTIONS: Make new words by changing the vowels. Print the new words on the lines.

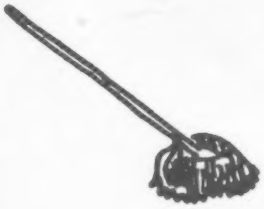
Can you halp Jack?

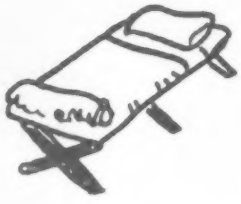
Can you help Jill?

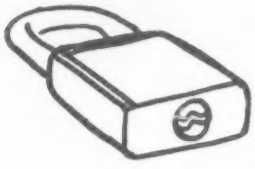
	i	u
bat		
bag		
sack		
ham		
bad		
hat		
as		
fan		

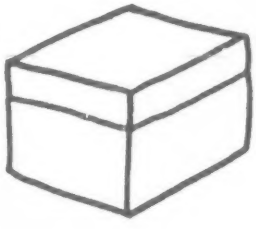
UNIT 2: Short vowel O.
DIRECTIONS: Read the words in the block above the pictures. Find the picture that goes with the word, and print the word in the space below it.

top	mop	pot	box	Tom	sock
cot	doll	fox	lock	rock	rod

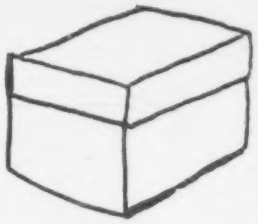
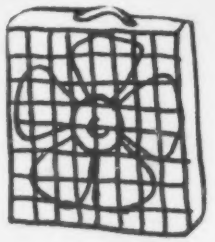
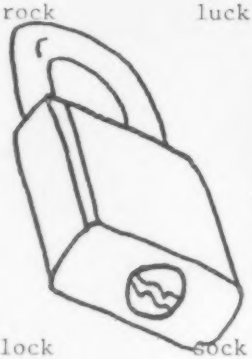








UNIT 2: Short vowel O.
DIRECTIONS: Draw a circle around the word that tells the name of the picture.

six fix sit sun	bun hit  box fox	doll bill dot dog	tan fan  fun fin
cup cap kit can	mat cot mop pop	sick sock son suck	rock luck  lock sock
fix fox box fun	pin top pot tip	tick rack tuck rock	pot dug dog log

UNIT 2: Short vowels A, I, U, O.
DIRECTIONS: Read each sentence. Draw a circle around the correct word, and print it on the line.

---

1. The little _____ can say, "Quack."	sick
2. We can not play if we are _____.	duck
3. Dad will ride in the _____.	Jack
4. Dick and _____ will go to school.	bus
5. Bill lost his green _____.	dog
6. A _____ can say, "Bow wow."	top
7. The doll fell _____ the box.	fix
8. Father will _____ the tent.	off

---

1. Jim and Dan are _____ school.	us
2. Ann _____ up the big hill.	rock
3. Dad has a figt for _____.	in
4. Tom sat on the big _____.	ran
5. The nuts are in the	bag
6. Baby gave Mother a _____.	hug
7. Did the _____see the man with the gun?	am
8. I _____ going to town with Mother.	fox

UNIT 2: Short vowel E.
DIRECTIONS: Print the name of the picture on the line that has the same number as the picture. Color the pictures.

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____
10 _____
11 _____
12 _____

UNIT 2: Short vowel E.

DIRECTIONS: Read each sentence. Draw a circle around the correct word, and print it on the line.

1.	The hen sat on the _____.	nest	best	bet
2.	I see four _____ in the nest.	tent	beds	eggs
3.	Jack's pet _____ off the box.	fall	fell	bet
4.	Dick will _____ his bat.	get	met	bad
5.	I can not see the _____.	bug	beg	let
6.	Mother can see _____.	us	is	as
7.	I read at my _____.	dust	desk	dill
8.	The _____ has blue ink in it.	pin	pen	pill
9.	Ann's _____ can run and jump.	put	pat	pet
10.	We saw _____ men in the boat.	pin	ten	bed
11.	Jill must go to _____.	red	bed	fed
12.	Bill has a _____ truck.	fed	red	led
13.	We like to sleep in the _____.	bent	rent	tent
14.	He has a fish in the _____.	bet	net	let
15.	The _____ sat on the eggs.	ben	hen	met
16.	I got _____ in the rain.	let	wet	net

UNIT 2: Short vowels A, I, U, O, E.

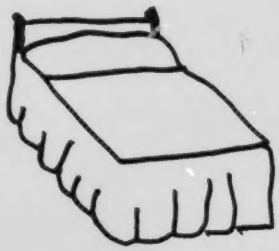
DIRECTIONS: Read each sentence. Change the vowel in the word that comes after the sentence to make a new word that will fit in the sentence. Print it on the line.

Ann is in _____	bud
Jim has milk in the _____	cap
Mother will _____ eggs.	got
Don is _____ in bed.	sack
The _____ can see the rat.	cot
Tom will go with _____.	did
The children like to _____.	hip

Jim will play with his _____.	dig
The doll came in a _____ box.	bug
There is a _____on the pan.	led
The red _____ran fast.	fox
Jim has to feed _____ pet.	has
The little _____will not eat.	deck
We _____ jump up and down.	well

UNIT 2: TEST: Short vowels.
DIRECTIONS: In the first part of the test, print the name of each picture. In the second part change the vowel to make a new word. In the third part, find the missing word.

Print the name of the picture.



Change the vowel to make a new word.

rod _____	hit _____	sick _____
met _____	ten _____	fun _____
us _____	cap _____	bed _____
but _____	lamp _____	pot _____

Find the missing word.

1. A dog can _____.
2. Baby is in _____.
3. Tom will spin the _____.
4. The milk is in the _____
5. The box is _____ _____.
6. Jill had on a yellow _____.

bed cup run big top hat

ā, ē, ī, ō, ū, ȳ (ī)

	paper	p ā p e r ā	paper
	we	w ē ē	we
	I	Ī ī	I
	go	g ō ō	go
	pupils	p ū p i l z ū	pupils
	spy	s p ȳ ȳ (ī)	spy

e–e = ē

ey = ē

Pete = pēt

e–e = ē

key = kē

ey = ē

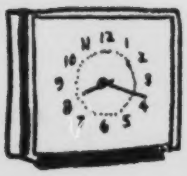
	Steve	Stēv Steve	Steve
	these	thēz these	these
	eve	ēv eve	eve
	evening	ēvning evening	eve ning
	turkey	turkey	tur key

i–e = ī

5

five = fīy

i–e = ī

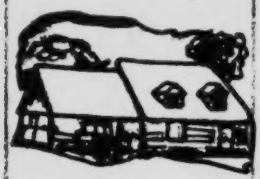
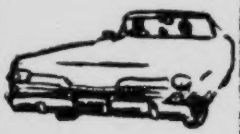
	time	tīm time	time
	bite	bīt bite	bite
	wife	wīf wife	wife
	white	whīt white	white
	side	sīd side	side
	beside	bēsīd beside	be side

Lesson 14

o–e = ō

rose = rōz

o–e = ō

	home	hōm home	home
	drove	drōv drove	drove
	close	clōs close	close
	those	thōz those	those
	shore	shōr shore	shore
	clothes	clōz clothes	clothes

ē

ee = ē

wē

ē

feet = fēt

ee = ē

	me	mē	me
	see	see	see
	tree	tree	tree
	street	street	street
	three	three	three

Lesson 7

ea = ē (100)

eat = ēt

ea = ē

	meat	meat	meat
	read	read	read
	leaves	leavz	leaves
	please	pleaz	please
	teacher	teacher	teach er
	teaches	teache	teach es

Unit 1

"ea" as long "e" sound

READ AND WRITE

1. Jean, put the yeast in the milk.

2. Are the peas done?

3. The tub is leaking at the seams.

4. Meat is not cheap this year.

5. I read when I eat my lunch.

6. It will be clear and hot this week.

Make new words by adding "er" to those below. Say each word.

1. green _____
2. keep _____
3. deep _____
4. steep _____
5. creep _____
6. sweep _____
7. sleep _____
8. speed _____
9. sweet _____
10. cream _____
11. steam _____
12. dream _____
13. heat _____
14. cheat _____
15. East _____
16. teach _____
17. preach _____
18. read _____
19. lean _____
20. mean _____
21. clean _____
22. cheap _____
23. deal _____
24. seal _____
25. squeal _____
26. dear _____
27. clear _____
28. near _____

UNIT 1

Sounds of "ee"

Pick the correct form of "has" or "have," add it to a word below, and fill in the blank.

Example: | I have | he has | she has | it has |

| you have | we have | they have |

| sleeted | weeded | steered | peeled | seen |

1. We _____ _____ the queen!
2. I _____ _____the front yard.
3. It _____ _____ all day.
4. She _____ _____ the peaches for me.
5. He _____ _____ the truck into the street.
6. They _____ _____ a peck of peaches.
7. You _____ _____ off the road!

Pick a word and fill in the blanks below.

speeding	sweep	feet	three
beech	keep	peek	queen

1. Jill, will you _____ under the bed?
2. _____ and see if Mom is sleeping.
3. 2 plus 1 is _____.
4. Sis must have boots on her _____ when it is sleeting.
5. The king and _____ will flee the mob.
6. Did you see the _____ tree?
7. The car was _____ up the steep hill.
8. Please _____ this for me until I come back.

ie = ī

103

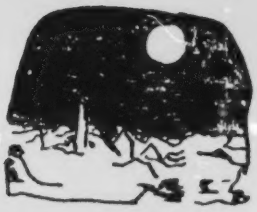
tie = tī

ie = ī

	pie	p ie	pie
	nine	nīn nine	nine
	dime	dīm dime	dime
	line	līn line	line
	like	līk like	like
	fine	fīn fine	fine

Lesson 12

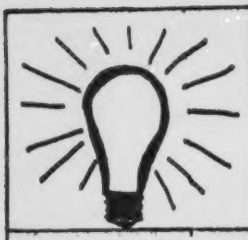
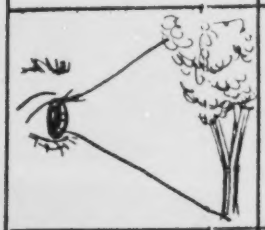
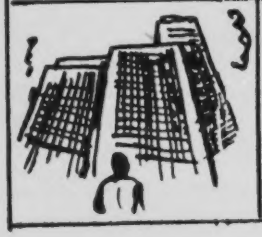
igh = ī



night = nīt

igh = ī

104

	light	l igh t	light
	right	r igh t	right
	sight	s igh t	sight
	flight	fl igh t	flight
	bright	b right	bright
	high	h iah	high

ī

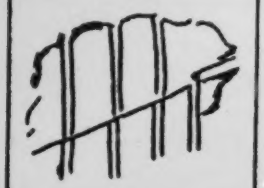
ȳ = ī

ī

ī

spȳ = spī

ȳ = ī

	lion	līon	li on
	iron	īern	i ron
	child	chīld	child
	fly	flȳ	fly
?	why	whȳ	why

UNIT 3: Long vowel E.

DIRECTIONS: Read each sentence. Draw a circle around the correct word, and print it on the line.

---

1. Jan came to school and sat in her get seen seat

   _____ .

2. Mother will need three _____ for the cake. end peg eggs

3. Spot cut his _____ on the rocks. beat feet beet

4. Ann is going to _____. bed bead leg

5. Jim's dog can sit up and beg for _____. mean met meat

6. Jean and Jack _____ Mr. Hill. set let met

7. The eggs are in the _____. best nest beast

8. The boy has the fish in the _____. neat net get

9. It was late when Jane went to _____. bed let bet

10. We will take a trip next _____. weed feet week

UNIT 3: Long vowel E.
DIRECTIONS: Read each sentence. Draw a circle around the long E word in each sentence, and print it on the line.

1.	The pipe has a leak.	_____
2.	A yellow leaf fell on the desk.	_____
3.	Mother made tea for lunch.	_____
4.	Ann has ten yellow beads.	_____
5.	I can see Don's tent.	_____
6.	Ted ate a big meal.	_____
7.	The bug bit Jean on the leg.	_____
8.	Bill rode in Ned's jeep.	_____
9.	I will keep this fish for Ben.	_____
10.	The big doll is for Baby Jean.	_____
11.	Do you feel well?	_____
12.	Mother had red beets for lunch.	_____
13.	Will you heat the milk for Baby?	_____
14.	The well is deep.	_____
15.	The meat is in the pan.	_____
16.	Dad had a fine seat at the game.	_____
17.	I like to read for you.	_____

u-e = ū

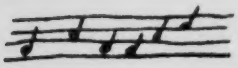
ue = ū

cure = cūr

u-e =

argue = argū

ue = ū

	tune	tūn tune	tune
	June	jūn June	June
	flute	flūt flute	flute
	blue	blue	blue
	true	true	true

coat = cōt

oa = ō

oa = ō

	boat	boat	boat
	road	road	road
	toast	toast	toast
	roast	roast	roast
	throat	throat	throat
	soaked	soakt	soaked

Sound of "oa"

1	2	3	4	5
boat	coach	groan	soap	toad
coat	goal	foam	coast	road
goat	coal	oak	boast	load
float	moan	soak	roast	whoa
gloat	loan	cloak	toast	
throat	roan	croak	loaf	

Sound of "oa" with "r"

OAR BOARD ROAR

WORDS TO LEARN

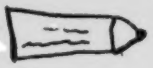
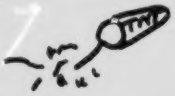
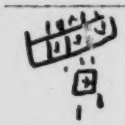
want ocean people
what been friend

1. It is said that goats eat cans.
2. His coat was soaked with rain.
3. The surfers floated to the coast on a surf board.
4. The ocean roars, and it foams on the beach.
5. "Try the roast beef on toast," said the waitress.
6. Some people boast about loafing.
7. The toad croaked in the reeds by the road.
8. Cinderella's cloak and coach were gone, and she was poor again.
9. His raw throat made him moan and groan.
10. A friend will not gloat when your luck is bad.
11. A roan is a reddish-brown horse.
12. The boat hauled a load of coal to the dock.
13. What goal do you want to reach?
14. The loan will be paid by March 1.
15. The oars had been left in the boat.

Long Vowels U, O

Name _____

Say the name of each picture. Complete its name on the line below the picture.

b__n__	 t__b__	m__l__	n__s__
r__p__	 f__s__	d__m__	t__n__
 c__b__	g____t	s____t	t____d

Complete each sentence, using all the words in the box.

June laid the tube of _____	desk the on paste
If Luke lies on his _____	he doze bed will
Tom rode home on the back _____	pet of goat his
Joe will sing if Sue _____	will tune a play
No, Tom, you may _____	row boat the not

NAME _____

LONG VOWEL RULE 1: If a one-part word (or syllable) has two vowels, the first vowel is usually long and the second is silent.

Using LONG VOWEL RULE 1: Each short-vowel word in the first column has been changed to a long-vowel word in the second column. Draw lines to join these words.

tub	cape	mop	node
Al	tube	not	road
cap	cute	rod	mope
cut	use	cot	note
as	all	nod	coat
Sid	robe	sop	tote
rob	hope	got	soap
cub	rate	Tod	code
rat	side	tot	goat
hop	cube	cod	toad

Read each sentence. Find the missing word, draw a ring around it, and write it in the space.

Hank wore yellow socks with a red _____ and tie. toad cake coat

You can _____ a coat of wax on the pink tile. use sue cue

Tom will ride his bike past the load of hay on the _____. rod road rode

If the loan from the bank is _____, will Luke pay it? doe due hue

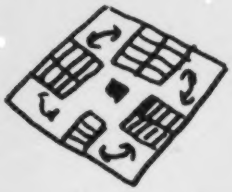
Sue rode on the bare back of a _____ to go to the picnic. mile rule mule

June's dog awoke in time to see his pal run away with his _____. bore bone dome

a-e = ā

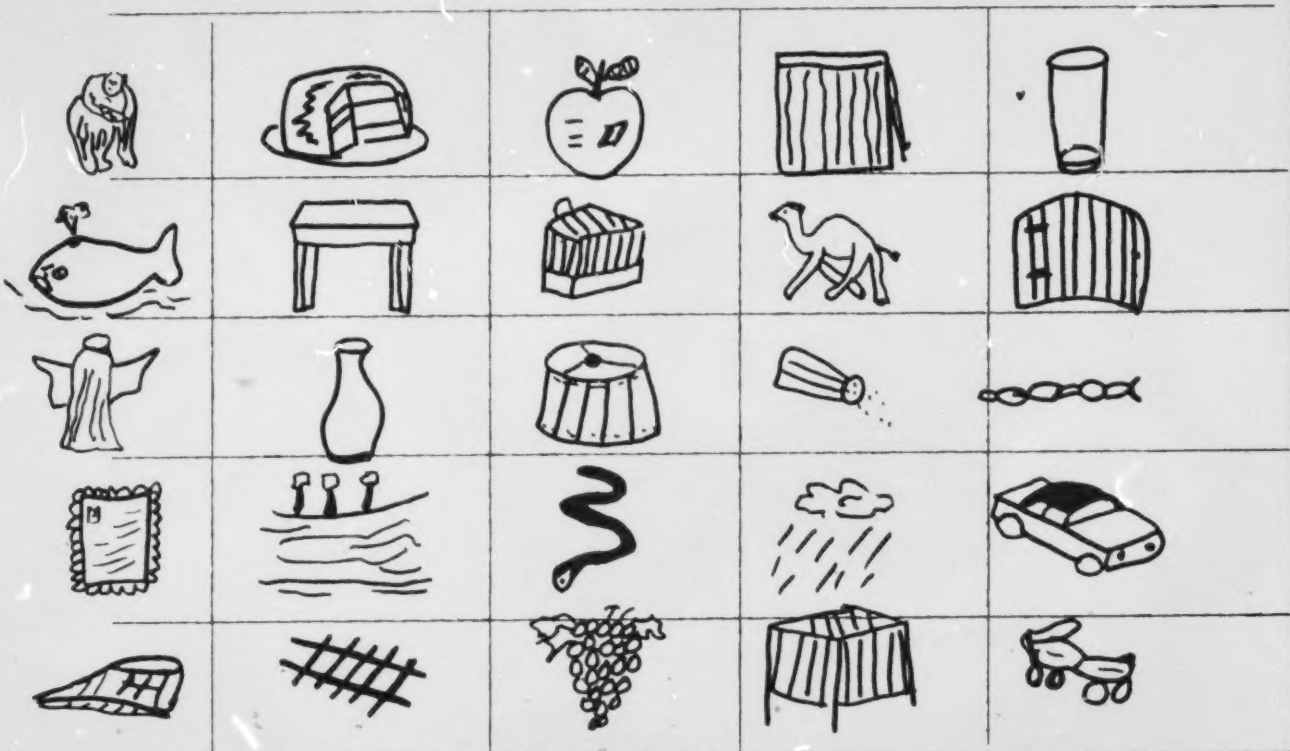
cake = cāk

a-e = ā

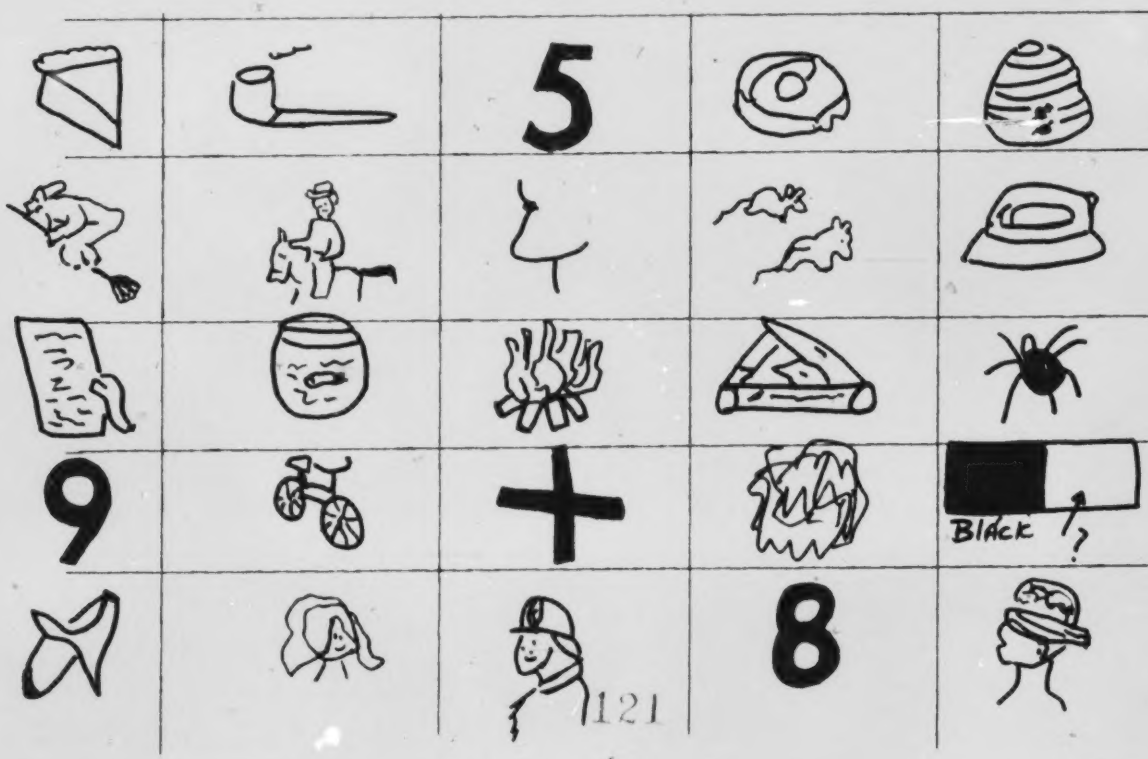
	face	fās face	face
	game	gām game	game
	name	nām name	name
	Jane	Jān Jane	Jane
	ate	āt ate	ate
	plate	plāt plate	plate

Name _____

Ape has the long sound of a. Say the name of each picture. Draw a ring around each picture in which you hear the long sound of a.



Pie has the long sound of I. Say the name of each picture. Draw a ring around each picture in which you hear the long sound of I.



LONG VOWELS A, I

NAME

LONG VOWEL RULE 1: If a one-part word (or syllable) has two vowels, the first vowel is usually long and second is silent.

Using LONG VOWEL RULE 1: Each short-vowel word in the first column has been changed to a long-vowel word in the second column. Draw lines to join these words.

am	aim	bit	died
lad	paint	did	wine
can	laid	win	dime
pant	cane	dim	bite
cam	came	rip	hide
at	made	quit	ripe
mad	ate	hid	pine
van	vane	pin	quite
past	rain	kit	time
man	main	rid	kite
fat	paste	fin	fine
ran	fate	Tim	ride

Read each sentence. Find the missing word, draw a ring around it, and write in the space.

Her name is Mame, and my name is the_____. same nine same

If you bake a cake, may I have a_____. past haste taste

The wives came to the_____to wait for the men. mire mane mine

Dave just ate, so he must_____to dive into the lake. wide wait mate

Jame made the limeade with five limes, and it tastes just_____. fine take tire

The last time we went to camp, you lost a pail in the_____. bake bike lake

UNIT 3: Long Vowels A, I, U, O
DIRECTIONS: Draw a line under the word that fits the sentence, and print it on the line.

1. I_____that you will come.	hop	hope
2. The lame man has to use a_____.	can	cane
3. Baby Sue is a_____little girl.	cut	cute
4. Did Mother_____the ham?	cut	cute
5. Did you_____the baby's blocks?	hid	hide
6. Mother will take_____to town.	us	use
7. I lost a_____on the way home.	dime	dim
8. Did you_____the game?	wine	win
9. The little pig_____five pies.	at	ate
10. Please_____the rose on my coat.	pine	pin
11. You may_____my pen.	use	us
12. I will fly in a_____.	plan	plane
13. I_____that you will win.	hop	hope
14. Jim is near the_____tree.	pin	pine
15. Miss Dell sent a_____a Mother.	not	note
16. Jack had a big_____of pie.	bite	bit
17. He_____the last cupcake.	at	ate

ā, ē, ī, ō, ū

pāper ā	day ay	rain ai	cake a-e	
wē ē	feet ee	eat ea	Pete e-e	key ey
ī ī	spy y	five i-e	tie e	night igh
gō ō	rose o-e	coat oa	row ow	
pūpils ū	cure u-e	argue ue	news ew	

Name _____

READ each sentence. Draw a line under the Y words which have the sound of long L.

By twelve o'clock the day will be sunny.

Yes, Teddy, you may try to ride the pony.

The land in the valley is dry and sandy.

The jet will fly up to the sunny blue sky.

Tommy can try to ride my bike.

Read each sentence. Draw a ring around the Y words which have almost the sound of long E.

The shaggy puppy likes to play with the sly cat.

The pretty lady gave candy to Mary and Sally.

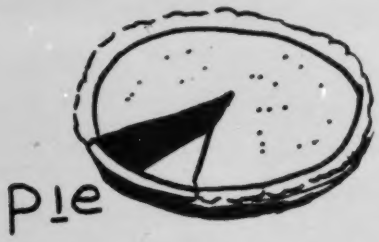
The happy baby did not cry all day.

Molly lay on the dry sand to get a suntan.

The shiny yellow penny fell into the well.

UNIT 5

Sounds of "y" and "i"



1	2	3	4	5
my	try	mind	pie	dried
by	fly	kind	die	dried
cry	sly	find	lie	fried
why	fry	rind	lies	
shy	pry	wind	flies	wild
sky	dry	hind	cries	child
spy		blind		

1. Don't cry, dry your eyes.

2. A sound mind is a blessing.

3. He is as sly as a fox.

4. I had a dog, we called him Rover. When he died, he died all over.

5. A child cries to get his way.

6. The blind cannot lead the blind.

7. Jack has a mild temper.

8. A person who is shy finds it hard to talk to a crowd.

9. Some ships tie up in the bay to get out of the wild wind.

10. "I will wind up the cat and pet the clock," said the old man.

11. He will grind the wheat into flour.

Make new words by adding "er" to the words below. Say each word as you write it.

1. wait_____
2. plain_____
3. mail_____
4. slay_____
5. play_____
6. dry_____
7. raid_____
8. strain_____
9. jail_____
10. pray_____
11. fly_____
12. grind_____
13. train_____
14. paint_____
15. fair_____
16. spray_____
17. fry_____
18. blind_____

Name _____

RULE 1 : If Y is the only vowel at the end of a one-syllable word, Y has the sound of long I.

RULE 2: If Y is at the end of a word of more than one syllable, Y has almost the sound of long E.

READ EACH WORD. PRINT IT IN THE CORRECT Y COLUMN.

Long I Sound	Long E Sound

by	lily	try	cry
happy	my	sky	baby
fairly	funny	fry	dry
pony	fly	puppy	candy

UNIT 3: Long and short vowels and rhyming.
DIRECTIONS: In the first part, change the first vowel in each word to form a new word and print it on the line. In the second part, find a word in column 2 that rhymes with a word in column 1 and print it on the line.

Print the new word.

---

cop	wide	Jean	had
like	Tom	but	bake
hop	bug	rode	ride

Find the rhyming word

1		2	1		2
time	_____	tube	seat	_____	tin
mat	_____	cub	us	_____	heat
cube	_____	cape	fin	_____	tub
big	_____	dime	cub	_____	cob
ten	_____	box	hope	_____	bus
rub	_____	feed	bet	_____	rope
need	_____	dig	rob	_____	ride
tape	_____	fat	ate	_____	late
fox	_____	men	hide	_____	get

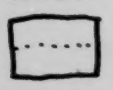
Unit 7: Regular double vowels EE and EA.

DIRECTIONS: Complete the sentence by using the words in the list. In the box at the end of each line, print the two vowels in the word that contain the long sound of A or E.

Find the missing word, and print it on the line. Than print the two vowels that give the long sound of a or e.

---

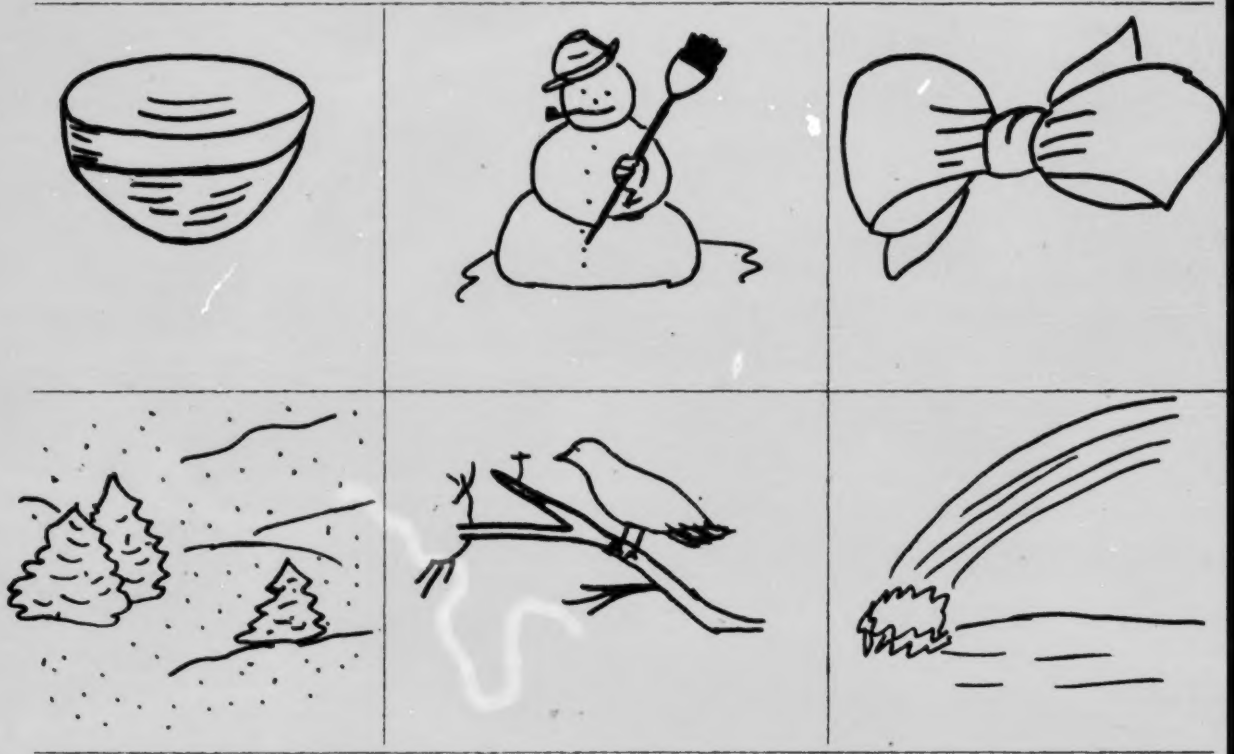
green	pail	say	see	train	read	mailman
rain	feed	street	away	tree	meat	team

1. The pigs ran_____in a hurry.
2. We_____friends at school.
3. Patty likes to_____this story.
4. The_____comes from the sky.
5. The grass is_____in the spring.
6. The_____had a letter for me.
7. Look before you cross the_____.
8. The dog ran away with the_____.
9. What did Mother_____to you?
10. It was fun to_____the peeps.
11. The baseball_____played hard.
12. Jack and Jill had a_____.
13. The_____made its first trip. 
14. This has _____ had ripe peaches.

Unit 7: Regular double vowel OW - as in SNOW.

DIRECTIONS: Print the correct name under each picture. At the bottom of the page choose the correct word and print it on the line.

Print the name of the picture.



snow rainbow snowman crow bow bowl

Find the Missing word.

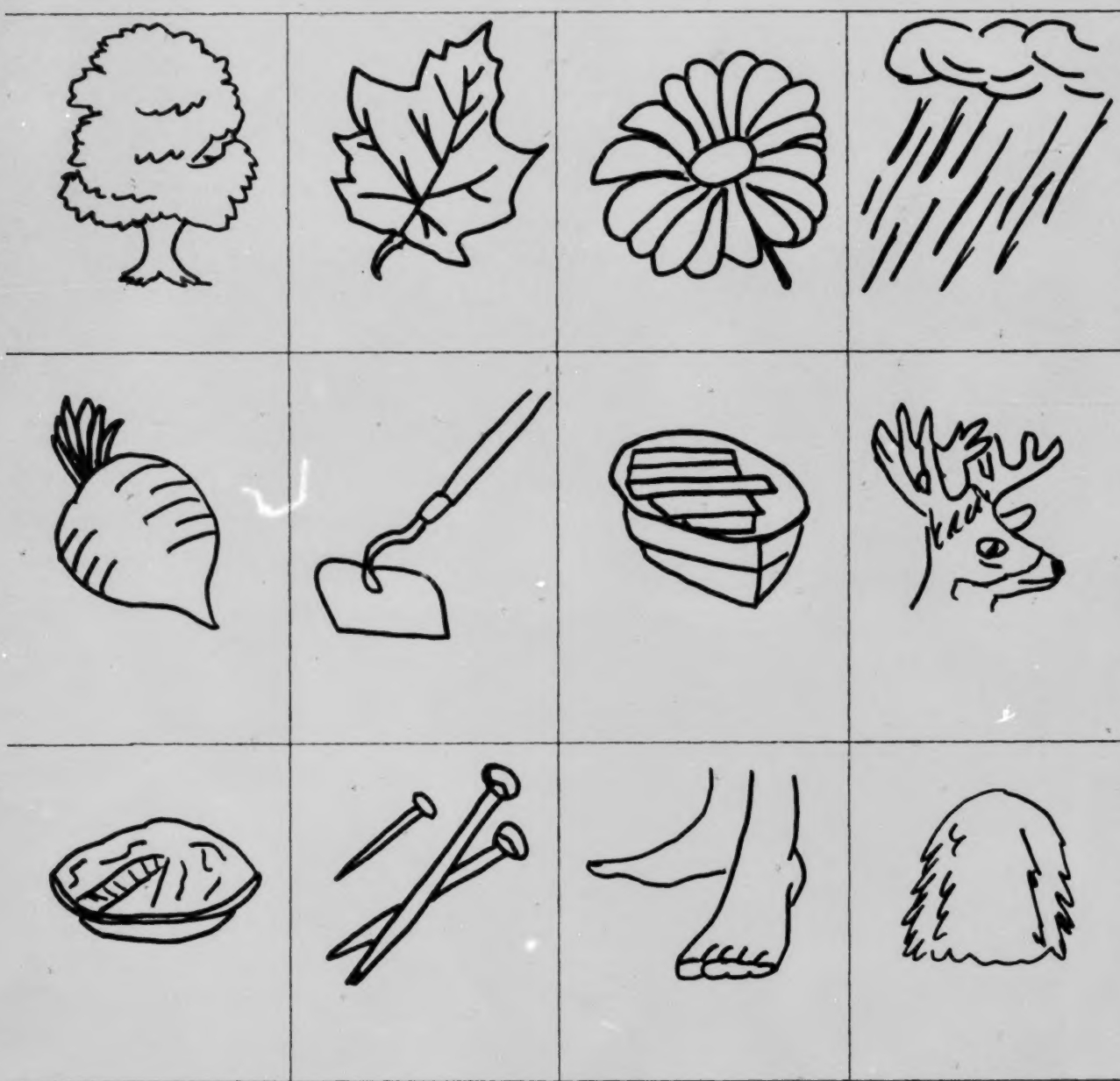
1.	The wind began to_____.	bow	blow
2.	Jane played in the_____.	snow	slow
3.	We must not paint too_____.	slow	row
4.	Pass the_____ of fruit.	bow	bowl
5.	A_____ is a black bird.	grow	crow
6.	Can you_____the stone?	throw	grow

DIRECTIONS: Read the sentences. Find the word in the list that each sentence tells about, and print it on the line.

chain	stain	mailman	snail
nail	rain	hair	paint
chair	train	pail	sail

1. I ride on railroad tracks _____
2. I bring letters to your home. _____
3. You put water in me. _____
4. I make you put on a raincoat. _____
5. You can sit on me. _____
6. I am made of many links. _____
7. Girls like to curl me. _____
8. I am on a boat. _____
9. I am an ink spot on a dress. _____
10. I live in the water. _____

DIRECTIONS: From the list at the bottom of the page, choose the name of each, picture and print it on the line.



rain hoe pie beet beads hay tree

leaf deer boat daisy Joe nails feet

Unit 5; TEST: Regular double vowels: EA, EE, AI, OA, IE, AY, OW. 126

DIRECTIONS: In the first section, draw a circle around the double vowel that is needed to complete the sentence, and write it in the space. In the second section, answer the riddles with words that contain the double vowel asked for.

Tom played in the sn_____all day.	ay	ow	oa
How do you f_____l today?	oe	oa	ai
Jack sat down in his s_____t.	ay	ea	oa
Billy made a new s_____l for his toy boat.	ai	oa	ee
The little dog wagged his t_____l.	oa	ai	ea
Mother baked us a large pumpkin p_____.	ay ie	ie	ee
The man ran to catch the tr_____n.	oa	ee	ai
The glass of milk is on the tr_____.	ay	ee	oa
I always have t_____ st for breakfast.	ee	ai	oa
The old wagon has lost a wh_____l.	ai	ee	ay
Mother kn_____ls when she scrubs the floor.	ie	ao	ee

Answer the riddles.

Something to sail in.	oa	_____
Something we use on a bed.	ee	_____
Something that runs on tracks	ai	_____
Something a rooster can do.	ow	_____
Something we do at recess.	ay	_____
Something that means the same as talk.	ea	_____

UNIT 7: TEST: Regular double vowels AI, AY, EE, EA, OA, IE, and OE. 127

DIRECTIONS: Print the number of the correct answer on the line. Answer the riddles at the bottom of the page by adding beginning and ending letters when you need them.

Find the missing word, and print the number on the line.

The farmer feeds the_____.	1. soap
Tom's boat can _____ on the lake.	2. sheep
A _____ is used to dig.	3. hay
Mother said, "Use _____ on your hands."	4. float
Baby _____ when she broke her doll.	5. hoe
Jack picked a ripe _____ from the tree.	6. pie
Mother made a blackberry _____.	7. paint
Father had to _____ the house.	8. cried
Farmer Gray put the _____ in the barn.	9. peach

Answer the riddles. Add the beginning and ending letters when you need them.

1. It fell from the tree.	_____ ea _____
2. It is something to put on.	_____ oa _____
3. A dog wags it.	_____ ai _____
4. Horses like to eat it.	_____ ay _____
5. It is something we can eat.	_____ ee _____
6. Mother bakes it for us.	_____ ie _____
7. They help us stand.	_____ ee _____

Sounds of "ay" and "air"

Pick a word, and fill in the blanks below.

spraying	stay	gray	hair	Monday
pray	play	chair	tray	strayed

1. On Sunday we go to church to _____.
2. Set the dishes on the _____ in the kitchen.
3. The legs on this _____ are weak.
4. _____ is the second day of the week.
5. _____ is a color not as dark as black.
6. _____ the bushes will rid them of bugs.
7. Will you _____ with Peg if I go shopping?
8. She brushed her _____ until her scalp throbbed.
9. Bill and Peg _____ from the crowd and got lost.
10. Will you _____ cards with Ted at the club?

Read and write.

1. Will you put the dishes
   _____
   away, please?
   _____
2. Nan sprays her hair each day
   _____
   to keep it neat.
   _____
3. The trees were swaying in the
   _____
   March wind.
   _____
4. "Oh say can you see--,"
   _____
   we began singing.
   _____

Unit 6

Long "o" sound in "ow"

BOWL

1	2	3	4	5
bow	sow	slow	grow	grown
tow	low	flow	flow	growth
mow	snow	blow		
row	crow	show		

Read and write.

1. There is a rainbow in the sky.

2. The girl had a yellow satin bow in her hair.

3. The river is low in the fall.

4. As a man sows, so shall he reap.

5. He got a chain with which to tow his car.

6. Blow out the match.

7. The train was a slow one.

8. The embers glowed in the darkness.

9. A rooster crows at dawn.

10. Some boys grow faster than others.

11. He saw a show about the California gold rush.

12. The trees were covered with snow.

ew = ū

news = nūz

ew = ū

	newspaper	new z– pāper	news pa per
	Stewart	Stewert	Stew art
	grew	grew	grew
	view	vew	view
	few	few	few
	knew	new	knew

UNIT 8: Diphthong EW
DIRECTIONS: Complete each sentence by finding the correct word in the list. At the bottom of the page, print two words that rhyme with each of the words you find there.

Find the missing words.

1. Sally scored a _____ points in the game. screw
2. Each time I _____ the stick Pal got it. few
3. The little kitten said, "_____". grew
4. Mother said, "Please _____ your food." new
5. You have a pretty _____ dress. chew
6. The grass was wet with _____. flew
7. Many flowers _____ in the garden. Mew
8. Mother made _____ for dinner. drew
9. He needs one more _____to fix it. dew
10. The wind _____ the trees down. blew
11. Dick _____ funny faces. threw
12. A crow _____ into our yard. stew

Print rhyming words.

few	screw	drew
_____	_____	_____
_____	_____	_____

UNIT 8: Diphthong EW

Directions: Draw a circle around the correct word.

---

1. Sue has a (new, drew, grew) pink dress.
2. The red flowers (few, chew, grew) in the garden.
3. Grandmother gave me a (chew, few, mew) pennies.
4. Jim (screw, threw, stew) the bag to Tom.
5. We had hot (pew, stew, flew) for our supper.
6. I need a (few, threw, mew) children to help me.
7. You must (flew, chew, grew) your food.
8. The wind (blew, flew, new) the leaves.
9. The baby bird (threw, screw, flew) from his nest.

---

1. A kitten can (mew, new, blew).
2. Ted (few, drew, grew) a picture of a house.
3. I use my teeth to (new, chew, few).
4. Do you like to (few, new, chew) gum?
5. Who gave that (mew, new, threw) bike to you?
6. The wind (flew, threw, blew) my new hat away.
7. The cat said, ")Pew, New, Mew)."
8. Mother read the (news, pews, chews).
9. Dick (threw, chew, few) it across the street.

Read aloud:

It was the first day of spring. A fresh March wind was blowing briskly over the rows of winter wheat that were just showing in the moist ground. The sun was glowing in the sky, melting the last of the snow. A fat black crow was winging his way over the low growth along the banks of the overflowing creek. He was waiting for the slow farmer to finish sowing fresh seed so he could eat it when the farmer turned his back.

Skill 46: Sound of "ew" and "ue" Book 300B or 1305

Read aloud:

1	2	3	4	5
new	blew	flew	strewn	Sue
dew	brew	stew	threw	blue
pew	crew	screw	cue	flue
Jew	chew	strew	due	true
few	drew	clue	hue	glue

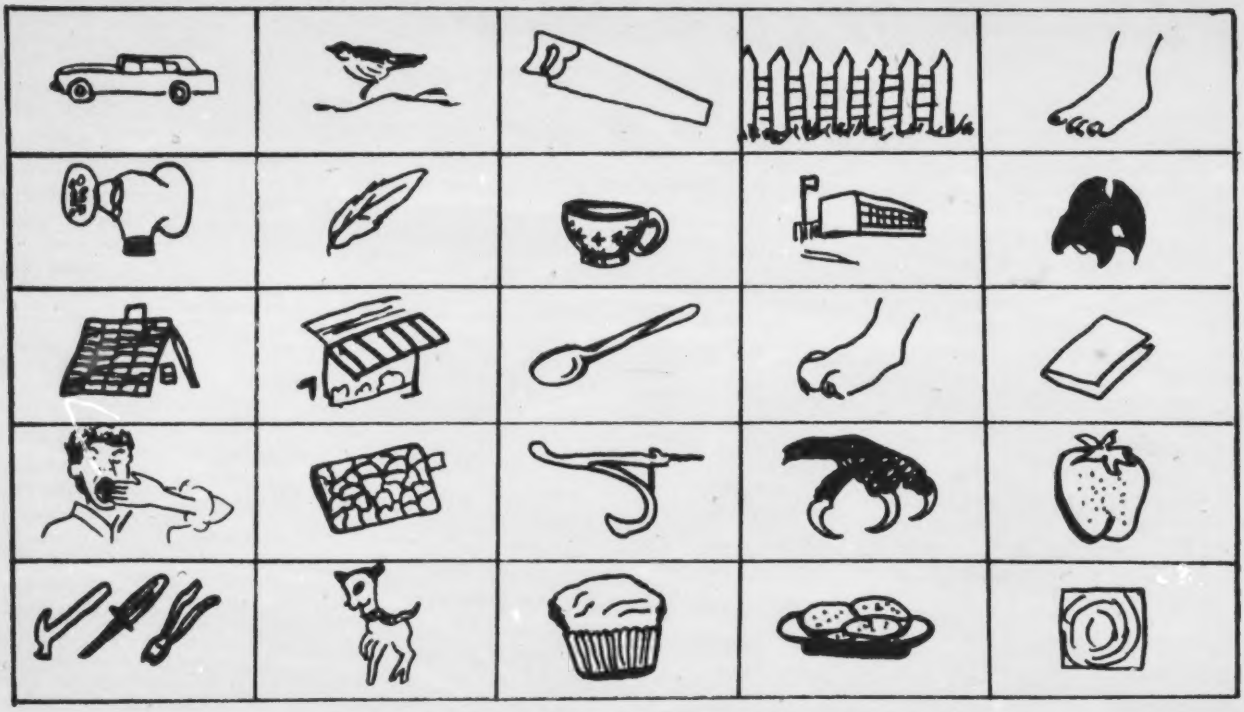
Read aloud:

1. The stew was cooking on the back of the stove.
2. Everything flew all over when the bomb blew up the boat.
3. They had a few dollars in their bank account.
4. Use boiling water when brewing tea.
5. The artist drew on the wall.

IRREGULAR DOUBLE VOWELS AU, AW

Name _____

The irregular double vowel in auto and the irregular double vowel in hawk sound the same. Draw a ring around each picture having this sound.



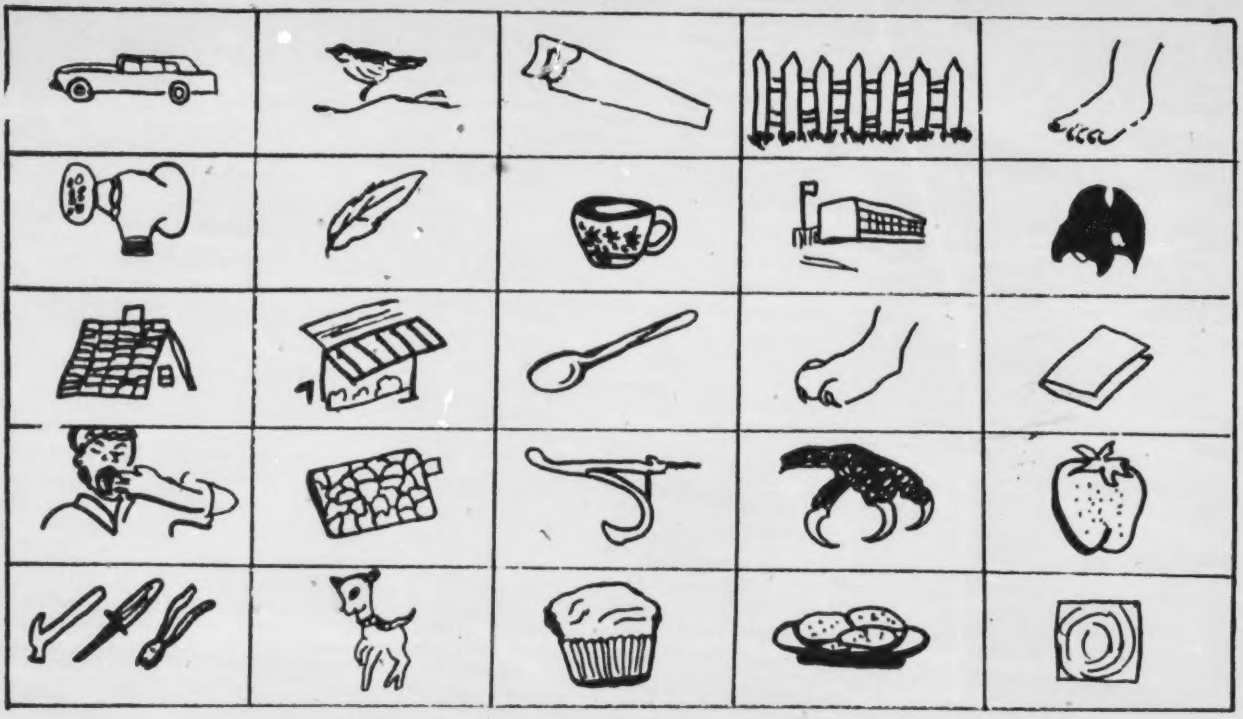
8 Eight has an irregular sound of the double vowel ei. Read each word below. Write the word in the first column if the ei in it follows Long Vowel Rule 1. If the ai is irregular, write the word in the second column.

eighty	freight	seize	weight
receive	ceiling	Sheila	Keith
reins	veil	neither	reindeer

IRREGULAR DOUBLE VOWELS AU, AW - Let's try it again!

Name _____

The irregular double vowel in auto and the irregular double vowel in hawk sound the same. Draw a ring around each picture having this sound.



8 Eight has an irregular sound of the double vowel ei. Read each word below. Write the word in the first column if the ei in it follows Long Vowel Rule 1. If the ai is irregular, write the word in the second column.

eighty	freight	seize	weight
receive	ceiling	Sheila	Keith
reins	veil	neither	reindeer

Unit 4

Sounds of "au," "aw," "alt," "alk," and "all"

Read and write.

1. He tripped over the rock and went sprawling.

_____

2. Will all the tall men stand in the back, please?

_____

3. Jack balked at eating a peanut butter sandwich.

_____

4. The men had to crawl under the wall.

_____

5. Laws are passed to protect all of us.

_____

6. This hall is too small.

_____

7. The teacher needed some chalk for her class.

_____

8. Paul saw the cow upset the bucket.

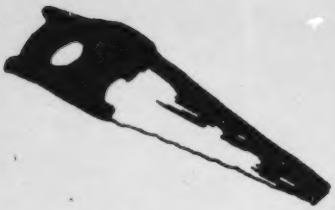
_____

9. "Hello, you all," said the Texan with a drawl.

_____

Make new words by adding "er" to the words below. Say each word as you write it.

1. bound	_____	7. out	_____	13. prowl	_____
2. round	_____	8. pout	_____	14. draw	_____
3. found	_____	9. loud	_____	15. call	_____
4. pound	_____	10. proud	_____	16. tall	_____
5. sound	_____	11. count	_____	17. small	_____
6. ground	_____	12. stout	_____	18. walk	_____



1	2	3	4	5
haul	launch	law	straw	drawl
maul	fraud	caw	hawk	crawl
Paul	flaunt	paw	dawn	brawl
Saul		flaw	lawn	shawl
taut	jaw	claw	pawn	sprawl
fault	raw	draw	yawn	brawn
gaunt	saw	thaw	bawl	drawn

saw

1. Will you ask Paul to haul the flour into the house, please?
2. Has Mr. Brown drawn up the plans for the house?
3. The kitten was crawling on the awning.
4. Jack somthered a yawn with his hand.
5. The cow was bawling in the barn.
6. Al pushed Bob and soon a brawl was started.
7. Mr. Paul saw the flaw in the joist.
8. The trees are flaunting bright colors.
9. A shawl will keep you warm.
10. A spring thaw will not come too soon this year!
11. Should Ed cut the lawn if the grass is still wet?
12. The farmer needs fresh straw to bed down the cows.
13. At dawn Jack saw the hawk sweep down on the chickens.
14. The man from Texas talked with a drawl.
15. The boat was launched in front of the cheering crowd.
16. The cub mauled the man with his paw.
17. Is this a pawn ticket?
18. He is not what he seems to be; he is a fraud.
19. The beets are not well-cooked; they are still raw.

Sounds of "au," "aw," "alt," "alk," and "all"

Pick a word and fill in the blanks below.

hall	stalking
halt	taut
pawn	crawling
jaw	thaw
fault	

1. "It is not my _____ the boat went down," said Al.
2. How much could I get for this watch at the _____ shop?
3. Hang your coats in the _____ closet, please.
4. Walt landed a punch on Tim's _____.
5. "_____ or I will shoot!" said the cop.
6. A fox is _____ the chickens.
7. The worm was _____ across the lawn.
8. When it starts to _____ spring will soon be near.
9. He pulled the cord _____.

Put "has" or "have" with a word and fill in the blanks.

I	we	she	they
he	you	it	

balked	crawled	pawned	launched	daubed
drawn	hauled	yawned	walked	talked

1. The trucks _____ a lot of dirt.
2. They _____ the sub.
3. The girls _____ about going to the ball.
4. The farmer's team _____ on the west road.
5. They _____ the beets to the market.
6. The artist _____ on the canvas.
7. The ants _____ into the picnic basket!
8. Ted _____ until he has fallen asleep.
9. Jack _____ his best ring.
10. They _____ around the block.

UNIT 8: Diphthongs OI and OY.

DIRECTIONS: Draw a circle around the word that describes the picture. Complete the sentences at the bottom of the page.

Draw a circle around the name of the name of the picture.

boy boil bill bell	boy rag rug toy	corn coil coins come
sail Sally sell soil	oak oil open out	toil tail too toys
paint penny point pan	noise nail near nose	came cot coil coin

Find the missing words.

1. The _____ train is in the big box. oil oil
2. This train needs _____ to make it run. coins
3. The _____ likes this ball best of all. boy
4. I have _____ in my purse. toy

UNIT 8: Diphthongs OI and OY.

DIRECTIONS: Find the correct word and complete the sentences.

Find the missing words

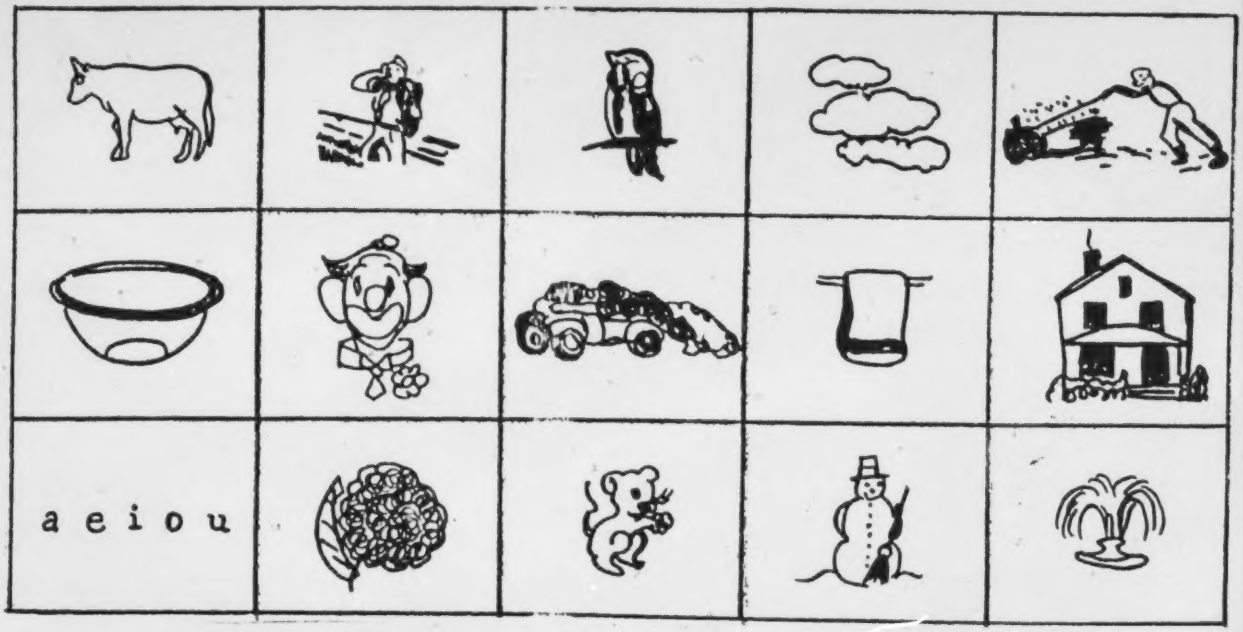
1.	Mary Ann will not _____ her new book.	point	spoil	said
2.	Do not put _____ near the fire.	boil	laid	oil
3.	I am going to _____ the Boy Scouts.	joint	join	jail
4.	You must not let the milk _____.	boil	bail	oil

Find the missing words

1.	A pencil has a _____.	toy	boiling
2.	Father puts _____ in his car.	oil	point
3.	The water is _____ on the stove.	noise	boys
4.	The _____ said, "Come join the fun."		
5.	The baby made _____ with the drum.		
6.	The _____ boat has a big sail.		

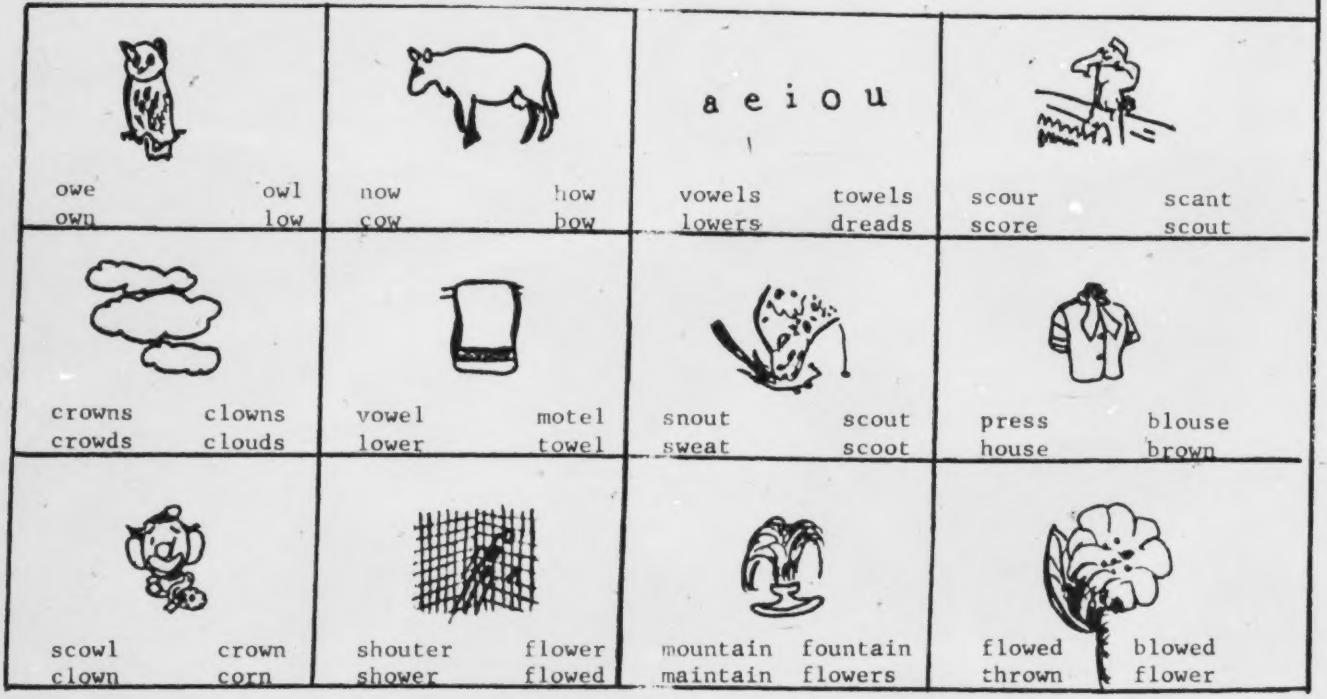
Name: _____

The diphthongs ow in cow and ou in scout sound the same. Draw a ring around each picture whose name has this sound.



A diphthong is a blend of two vowels into a compound speech sound. Both vowels can be heard.

Say the name of each picture. Draw a ring around its name.



owe owl own low	now how cow bow	a e i o u vowels towels lowers dreads	scour scant score scout
crowns clowns crowds clouds	vowel motel lower towel	snout scout sweat scoot	press blouse house brown
scowl crown clown corn	shouter flower shower flowed	mountain fountain maintain flowers	flowed blowed thrown flower

Unit 8: Review of diphthongs OU and OW.

Directions: Read each riddle. Find the correct answer in the list of words at the top of the page and print it on the line.

owl cow house clown flower cloud plow ground

1. I am in the sky.
   Sometimes I bring you rain.
   What am I? _____

2. I am in the garden.
   I am very colorful.
   Maybe I grow in your yard, too.
   What am I? _____

3. I am wide awake in the dark.
   I hoot and howl.
   What am I? _____

4. You stay in me.
   I keep the wind and rain from you.
   What am I? _____

5. You can plant seeds in me.
   The farmer must plow me.
   What am I? _____

6. I have a funny suit.
   I do many tricks.
   I can make you smile.
   What am I? _____

7. You can see me at the farm.
   I eat green grass.
   I give you good milk.
   What am I? _____

8. The farmer uses me.
   I help him make his garden.
   What am I? _____

Sound of "ou"

house

1	2	3	4	5
bound	out	ouch	our	house
round	pout	pouch	sour	mouse
found	trout	couch		blouse
pound	shout	grouch	count	
mound	snout	crouch	mount	
hound	scout			
sound	stout	loud	mouth	
wound	spout	cloud	south	
ground		proud		

WORDS TO LEARN

none	very
full	buy
together	

1. The flour sack is too full.
2. The mouse was not fooled.
3. The box was bound with cord.
4. He put the parts of the car together on the ground.
5. "I'll buy a pound of ground beef," she said.
6. The rancher counted ten thousand steers.
7. A pouting person is not fun to be around.
8. Do you think Tom will eat sweet-sour beets?
9. A pig roots with his snout.
10. A person with a sour look very soon becomes a grouch.
11. A pouch is a sack.
12. The man wound the top and handed it to the lad.
13. The scouts will have a meeting at 3 o'clock.
14. A loud sound cracked from the clouds.
15. Jan got up from the couch to turn up the TV.
16. Jan pressed her red blouse.

Unit 4

Sound of "ou"

Pick a word, and fill in the blanks below.

spout	counted
sour	mounted
trout	flour
snout	hounds
ouch	mouth

1. "_____!" said Bill when he sat on the pin.
2. None of the _____ could catch up to the fox.
3. The farmer put a ring in the _____of the pig.
4. The _____of the oil can is plugged.
5. The milk turned _____.
6. The ball hit Ted in the _____.
7. The Girl Scouts _____the number of forks.
8. Jack _____ his horse and left for the ranch.
9. Did you catch the _____ in the river?
10. Tell Jan to sift the _____.

Read and write.		Add "ed"	Add "ing"
1. flour	flour	floured	flouring
2. spout			
3. scout			
4. cloud			
5. crouch			
6. shout			
7. count			
8. ground			
9. pound			
10. mount			

IRREGULAR DOUBLE VOWEL EA

Name: _____

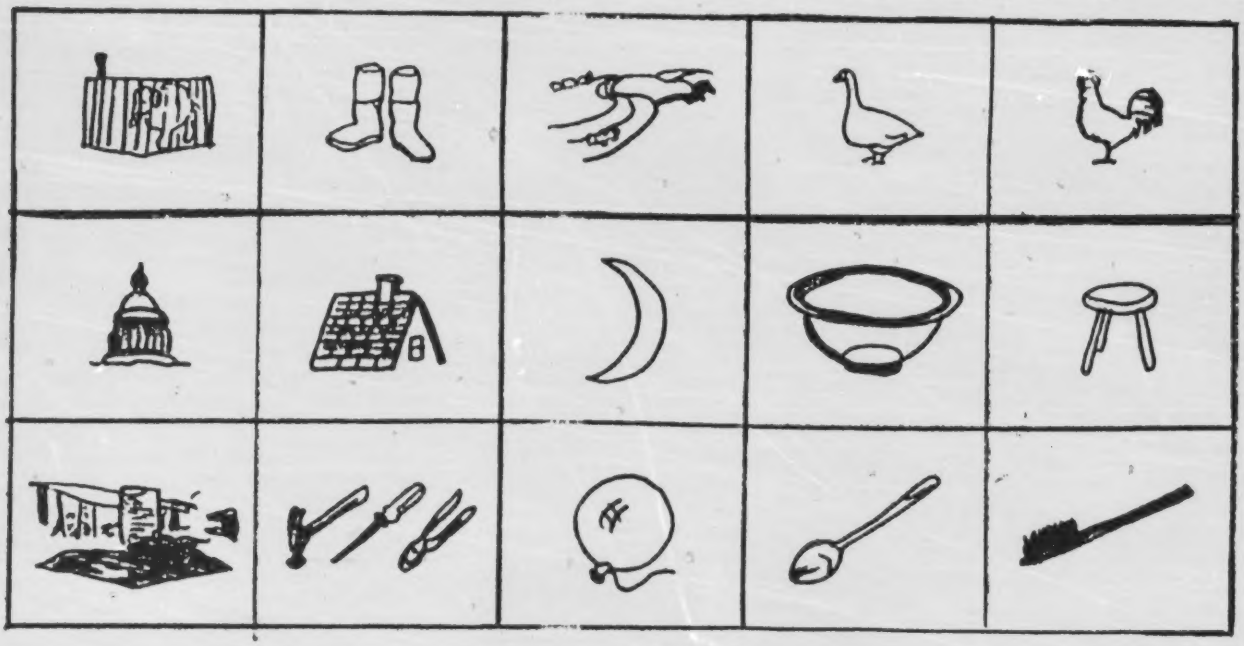
Bread has the irregular sound of the double vowel ea. Read each word below. Write the word in the first column if the ea in it follows Long Vowel Rule I. If the ea is irregular, write the word in the second column.

head	weapon	seal	eagle
seat	peasant	breakfast	threaten
beads	beaver	leaf	oatmeal
feather	peach	dread	weather
thread	peacock	health	cleanser
peanut	beak	dream	headline
treasure	sweater	teammate	teapot

Irregular Double Vowel OO

Name: _____

Zoo has one sound of the irregular double vowel oo. Say the name of each picture. Draw a ring around each picture that has the same oo sound as zoo.



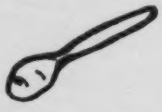
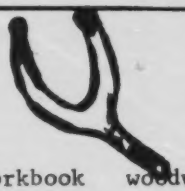
An irregular double vowel is a double vowel that does not follow LONG VOWEL RULE I.

Say the name of each picture. Draw a ring around its name.

boom booth broom	spool spoon soon	hoop hoof boot	loose tooth booth
snowman snooze	noon moan moon	moose goose roost	load toad food
roaster rooster	toothbrush,whiskbroom	lagoon raccoon	stool school

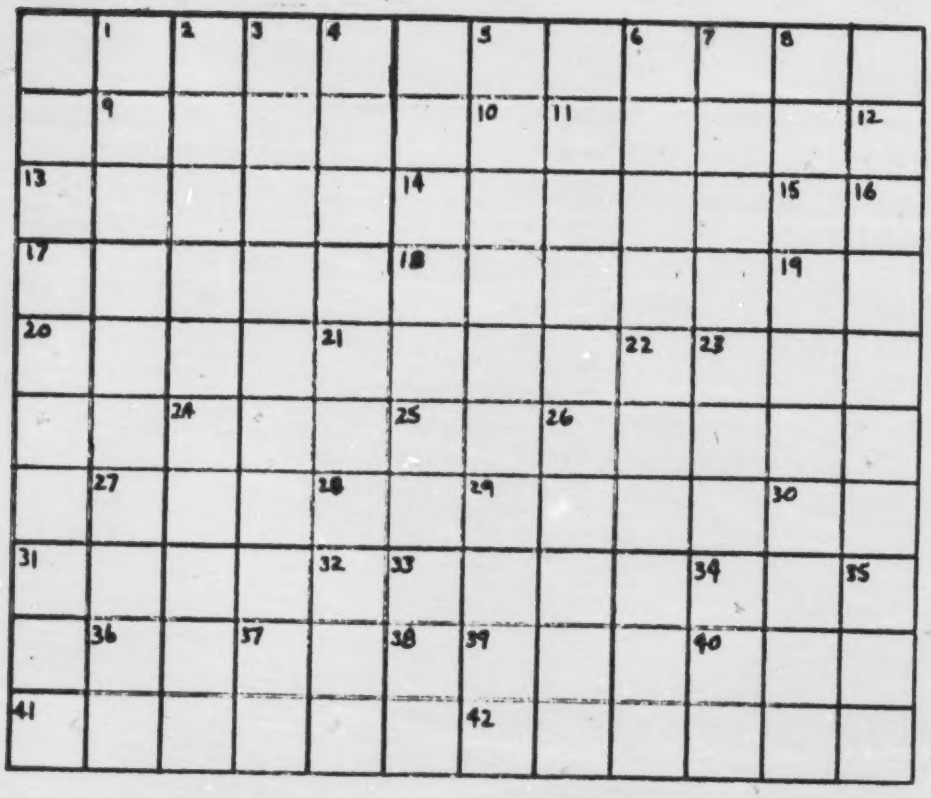
Name_____

Book has the second sound of the irregular double vowel oo. Say the name of each picture. Draw a ring around its name. If the oo in the name has the same sound as in book, draw a ring around the picture, also.

book boot	cootie cake	cool cook	books boats
honk hoot	cock cook	coat took	bucks boots
crook crow	noon moon	foot fist	book boost
croak corn	news rooms	fool feel	hook roost
girl pole	heel heap	wool words	stood stool
grin pool	book beef	woods works	flood stoop
			
shook school	bootie beat	spool soak	cookie roost
brook shoot	loose boat	should spoon	boost boast
			
tied toad	workbook woodwork	balloon canteen	footpath showman
took tool	workbook wishbone	ballroom canteen	footbath snowman
dustproof soothe	boost footwear	scoop stood	woodpecker woodcutter
toothbrush loose	rooster football	school shook	forenoon afternoon

UNIT 8: Review of diphthongs

DIRECTIONS: Work the crossword puzzle by using the clues given below.



ACROSS:
1. Noises made by kittens
6. Gave food to
9. Must pay
10. Type of paintings
13. Rhymes with food
14. Kind of flower
15. On top of
17. A burro or donkey
18. Everybody
19. By
20. All of us
21. A number
22. Concern or worry
25. Not wet
27. Father
29. Parties
31. At this time
32. Third note of the musical scale
34. Belonging to us
36. A point on a compass
38. Neither cake __ __ __ candy
40. Tiny
41. Belonging to me
42. Belonging to her

DOWN:
1. A small animal
2. Girl sheep
3. To marry
5. Workers
6. An insect
7. A suffix after CH
11. Sick
12. Go in
13. Cuts wood
14. Ground or soil not in the sea
15. A paddle for rowing
23. Permits
24. Ground covered with grass
26. Contraction for you are
27. A small horse
28. I ____ big
30. A girl's name
33. Not out
35. Second note of the musical scale
37. A suffix meaning more than one
39. A word that shows surprise

UNIT 8: Review of diphthongs

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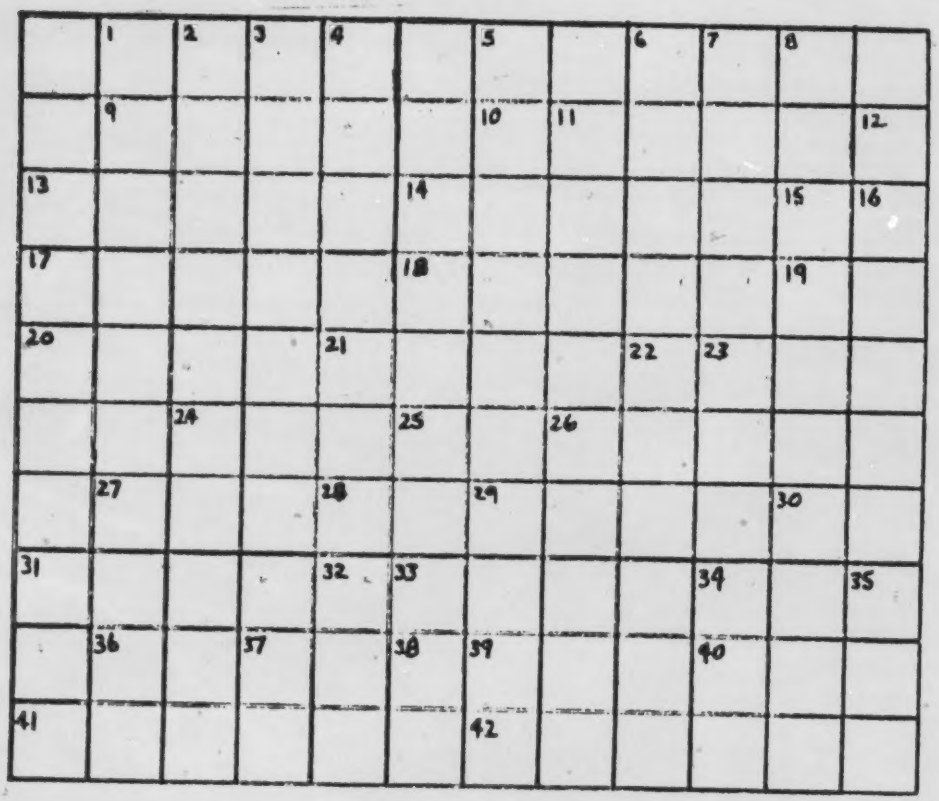

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35. Second note of the musical scale
37. A suffix meaning more than one
39. A word that shows surprise

UNIT 8: Review of diphthongs

DIRECTIONS: Read the sentence, and print a word that fits the meaning of the sentence and contains the two given letters. In the next exercise, see how many words you can complete using only EW, OI, OY, OU, or OW.

Print the word on the line. Use the two letters in the new word.

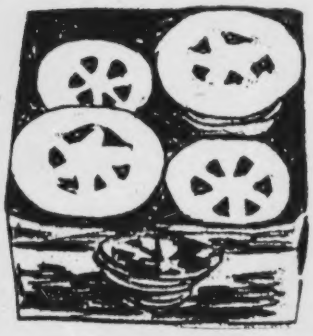
1. It is a name for money. oi _____
2. It is something Mother can cook. ew _____
3. It is something a king has. ow _____
4. It is something we play with. oy _____
5. It is something a kitten says. ew _____
6. It means "not in." ou _____
7. It is something in the sky. ou _____

Print the missing letters in the space.

ew	oi	oy	ou	ow
c_____	c_____nt	cr_____d	c_____n	
h_____	h_____se	cl_____n	j_____n	
t_____	s_____th	br_____n	b_____s	
f_____	n_____se	sh_____t	n_____s	
scr_____	p_____nt	sp_____l	h_____l	

Sound of "s" as "z"

"S" generally sounds like "z" when it is followed by "e," "i" or "y" as in the following words:



1	2	3	4	5
use	rose	cause	these	choose
fuse	nose	pause	those	pansy
amuse	hose	noise	raise	praise
tease	chose	noisy	excuse	easy
please	those	rise	poise	wise
cheese	rosy	rising	rouse	busy

fuse

1. A pause is a short stop.
2. Her answers amused him.
3. If you cause a person to smile, you have amused him.
4. There are as many kinds of noses as there people.
5. Put the roses and daisies together in a bowl.
6. There was a steady rise in car prices, along with pay raises.
7. The onions have gotten raises for many workers.
8. The corn in the fields rose above their heads.
9. He used the hose to sprinkle the lawn.
10. It is easy to find fault.
11. Put a new fuse in the switch box, please.
12. A noisy crowd was shouting praises to the hero.
13. We cannot excuse the noise.
14. Praise those who use good sense.
15. Amuse yourself, but do not get noisy.
16. Rise when the flag is raised.
17. Poise and tact are fine traits.
18. Choose those whose work is done.
19. May I close the windows?

Hard and soft "g's"

Directions: Mark each letter "g" with a "g" for hard sound or a "j" for soft sound.

Examples: George gun

1. George was a German.
2. It is no good to be a grouch!
3. Around the old city hall were hundreds of pigeons.
4. Gypsy fiddlers are the best.
5. David killed a giant.
6. Small stores sometimes charge more than big ones.
7. The grave was covered with green grass.
8. He sent the package parcel post.
9. Dan drove up to show Marge his new car.
10. Will you go with me to get the oranges?
11. The runner dodged the ball.
12. He was frozen with fear; he couldn't budge.
13. The huge bird filled the cage.
14. City trucks pick up garbage.
15. The gun went off with a loud roar.
16. Madge was going with the engineer who lodged at Grandma's.
17. He nudged the midget with his left arm.
18. Gene was the gentleman who had a taste for ginger cookies.
19. George had a book on magic.
20. He got a good patch of ground for his garden.
21. Western stories sometimes begin with: "A stranger rode into town."
22. He set his books on the ledge.
23. The game was played in our gym.
24. The workers asked for a fair wage.
25. George put on his badge to go to the lodge meeting.

Unit 11

Sounds of "g"

orange

1	2	3	4	5
age	urge	manage	stingy	package
wage	forge	passage	energy	ginger
rage	gorge	cabbage	orange	gelatin
cage	charge	garbage	pigeon	gypsy
page	Marge	damage	change	gym
huge	large	magic	engineer	German
strange	bulge	hinge	George	germs

Sound of hard "g"

gum

1	2	3	4	5
go	gun	gag	gallon	gutter
got	gum	guest	gallop	goat
get	good	guide	game	

Silent letter "d" with "g"

bridge

1	2	3	4	5
edge	hedge	budge	lodge	badge
ledge	pledge	nudge	dodge	ridge
wedge	sledge	grudge		

The "K" Sound

Before "a" "o" "u" this sound is spelled "c"
Before "e" and "i" this sound is spelled "k"

can, cat, cab, cap, Cam, Cass
cob, cod, cog, cop, cot, cub
cud, cuff, cull, cup, cuss, cut

kid, kill, Kim,
kin, Kip, kiss
kit, keg, Ken

Fill in the Blanks Below With "c" or "k":

1. __ill the rat!
2. She will __iss her kin.
3. The ____at us ib tge bed,
4. Is Ken with the ___op?
5. Set the ___an under the tap.
6. The ___ub is out on the hill.

The Ending "k" Sound Of "ck":

1	2	3	4	5
jack	lack	tick	tuck	dock
rack	sack	pick	mack	mock
pack	wick	Nick	duck	peck
back	sick	Dick	rock	neck
tack	kick	buck	lock	deck

Can you read these words?
nickel, ticket, picket, rocket, pocket

Read:

1. He put his hat on the hat rack.
2. The man is sick.
3. Nick, get the pack sack in the car.
4. He will pack the box with moss.
5. Bud will back the cab out of the rut.
6. He had his back to the man.
7. The cat will lick the pan.
8. If he does not get a buck with his big gun, Dick will be sad.
9. Nan will pick a man to put a tack in the map.
10. Dick will get the wet duck from the dock.

WORDS TO LEARN

she	with
out	under
moss	there

The "k" Sound

11. There is a big rock on the box.
12. A cab is a hack.
13. Jill put a tuck in the bib.
14. Put the tick back on the bed.
15. Dan does not mock Russ.
16. To mock a man is bad.
17. The pig was in the muck.
18. The rim of the puck is red.
19. Pull the dull red rock off the box.
20. The duck will nip at Nick.
21. Did he pick the lock with a pin?
22. Can he hit the can on the rack?
23. Is there a man on the dock?
24. Can he lug a buck up the hill?

Fill In The Blanks Below With "c" or "k"

1. Did Dick pick a fat ___at?
2. ___ill the rat!
3. Set the ___eg on the mat.
4. Is Ken with the ___op?
5. She will ___iss her kin.
6. Set the ___an under the tap.
7. The ___ub is out on the hill.
8. She has a hot ___up.
9. The ___at is on the bed.

Read: racked docked picked packed lacked

The "k" Sound

1. He racked his gun.
2. The sub was docked.
3. Nan packed her hat in the box.
4. Jan picked Dick not Sam.
5. Pop lacked a pan for the ham.
6. Nick ducked the rock.
7. She rocked with the cat on her lap.
8. Dick backed into Tom.
9. Ann lacked a hat.
10. The duck mocked the fat hen.

Pick a Word and Fill in the Blanks:

docked locked racked packed

picked rocked tacked ducked

1. The boss _____a man for the job.
2. Dan _____the gun.
3. The tug _____at the dam.
4. She _____her hat into the sack.
5. Mom _____ Jill.
6. Bill _____ the rug.
7. Ann _____ up the pin.
8. The rock did not hit him, for he _____.
9. Nan _____ the hem.
10. Dick _____ out the dog.

When "c" is followed by "e," "i," or "y," it usually sounds like "g." Other times it generally sounds like "k" as in "can."

Example: The soft "c" sounds like "s" as in "cent."
The hard "c" sounds like "k" as in "can."

Skill 60: Sound of soft "c" as in "cigar" — Book 300B or 1306

cigar

Read Aloud

1	2	3	4	5
ace	ice	ounce	finance	cell
lace	nice	pounce	dance	cent
pace	vice	bounce	glance	center
place	mercy	voice	France	fence
Francis	parcel	trace	icy	slice
citizen	since	Nancy	spice	space
brace	cinder	prince	twice	fancy
princess	grace	advice	city	face
truce	service	mince	civics	race
notice	Bruce	Alice	peace	chance

1. Bill spruced up and went to visit Nancy.
2. What we need is a good five-cent cigar.
3. John Glenn was onthe first men in space.

Skill 61: Hard "c" as in "can" — Book 300B or 1306

can

1	2	3	4	5
could	call	curse	common	cap
cooking	crate	crowd	calm	calico
cabbage	cave	coffee	cane	candy
cage	country	canal	cone	cabin
cackle	cake	cannon	come	tact
active	came	canoe	account	escape
second	tactic	rescue	aidecar	

1. A canoe came down the river to the cabin.
2. An active volcano builds a cone.
3. The calico cat lay near the crate of cod.

Reading the soft and hard "c". (Read Aloud)

1. Come to the center of the circle.
2. The ace in cards is sometimes the low card.
3. The Scotsman, Robert Brace, routed the English troops from Scotland.
4. He planted a spruce tree in the back yard.
5. There are sixteen ounces in a pound.
6. A man who was trying to catch mice said he had no cheese, so he put out a smapshot of cheese; in return he got a snapshot of mice.

Read Aloud:

You will see, when you travel in France that the ways of farming, cooking, music, dancing and dressing differ from our ways. France is twice the size of Oregon, but has 24 times more people. About two out of every ten men in France make their living on the farm. They are good farmers. Some rice is grown in France. In a part of France, very fine lace is made. Since wood is plentiful, it is used in most homes for cooking and heating. Over the years France has kept pace with the times. It is a modern and active country.

If the "c" sounds like an "s" it is soft. Mark it with an "s." If the "c" sounds like a "k" it is hard. Mark it with a "k." (Some word may have both sounds of "c".)

___cent	____cash	___cost	___cut
___city	____citizen	___cup	___dance
___race	____cigar	___cat	___circus
___can	____cider	___center	___camp
___circle	____cot	___cell	___cap

Read Aloud:

The city of Cincinnati is in the central part of the eastern United States. It is in the center of the great Ohio River valley. During the Civil War, it was on the line between the North and the South. The city is perched on the hills overlooking the river. The people who live near the river have a nice view of the passing ships. Since early times, Cincinnati has been called, "The Queen City."

Reading the soft and hard "g" (Read Aloud)

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UNIT 5: AR

DIRECTIONS: Read the sentence. Find a word in the column at the right that will complete the sentence, and print it on the line.

1.	We went for a ride in Dad's _____.	park
2.	The children played in the _____.	jar
3.	The farmer led the sheep into the _____.	star
4.	Is the store _____ away from here?	car
5.	Can you play when it is _____?	arm
6.	We went to see Grandfather on the _____.	barn
7.	The jam is in the _____.	far
8.	Mother looked at my sore _____.	dark
9.	Jane will get a _____for Mother.	card
10.	I saw a shiny _____ in the sky.	bark
11.	Did you hear the dog _____?	farm
12.	The kitten played with the _____.	yard
13.	Father is out in the back _____.	yarn

UNIT 5: OR
DIRECTIONS: Answer the riddle by finding a word that rhymes with the word following the riddle. Print the word on the line.

Jim is thinking of more words.

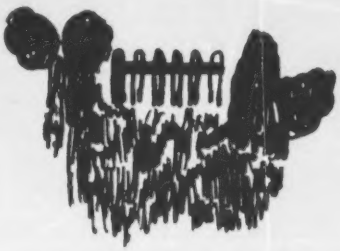
Will you help him?

1.	Something to eat.	horn _____
2.	Something on an ox.	thorn _____
3.	Something we eat with.	cork _____
4.	Something to play with.	corn _____
5.	Something on a house.	torch _____
6.	Something that is meat.	fork _____
7.	Something that floods in water.	pork _____
8.	Something that is not long.	port _____
9.	Something on a rose.	born _____

UNIT 5: Review of AB and OB
DIRECTIONS: Find the correct word, and draw a circle around it. Color the picture

Jane
jar
jay

yard
yarn
yell



barn
bark
book

home
horse
horn

clap
candy
cork

cord
card
care

car
card
cost

come
corn
cart

store
stand
star

home
horse
horn

arm
are
am

form
farm
fork

UNIT 5: IR, ER, UR

DIRECTIONS: Underline the words in each column that have the same sound as the picture. At the bottom of the page, print the name of each picture on the line below it.

Find the same sounds

ir

bird
fork
skirt
shirt
girl

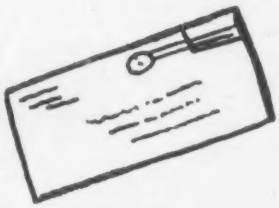
ur

nurse
purse
card
church
fur

er

fern
sister
letter
hammer
ruler

Print the names of the pictures.



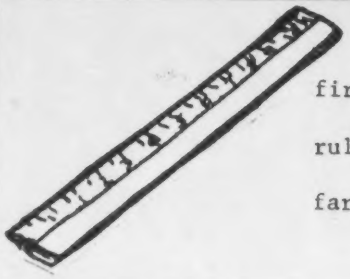
UNIT 5: IR, ER, UR

DIRECTIONS: Underline the word that tells the name of the picture, and color the box that has the name vowel followed by R on the word. At the bottom of the page, find the missing word.

Draw a line under the name of the picture.

bird
barn
turn

er	or	ir



first
ruler
farm

ir	er	ar

tar
turkey
third

ur	ar	or

hammer
farmer
summer

ir	or	er

shirt
skirt
scarf

ar	ir	ur

goat
garden
girl

ir	or	ur

Find the missing words.

1. The big white rabbit has white _____. far fur first
2. We can hear the birds _____. church chirp cheat
3. [illegible]a sent me a _____ for my birthday. curl cord card
4. Ann looked and looked for her _____. park purple purse

UNIT 3: AR, OR, IR, UR, ER.
DIRECTIONS: Draw a circle around the AR, OR, IR, UR, or ER in each word, and write another word, using the same vowel sound. On the lines in the lower section, write sentences, using words from the list.

Draw a circle around the AR, OR, IR, UR, or ER in these words, and then write new words.

fir _____	burn _____
letter _____	corn _____
hurt _____	girl _____
dark _____	star _____
born _____	sparkle _____
third _____	never _____
barn _____	purple _____

Write sentences using words from the above list.

1.

2.

3.

4.

5.

6.

7.

8.

UNIT 5: Review of AR, OR IR, ER, UR.

DIRECTIONS: Draw a line under the letters that will complete the word in each sentence. Print the letters on the line. Answer the riddles at the bottom of the page.

Find the missing letters.

1. The black cat is in the b_____n. ar or ur
2. Mother has a gray f_____ coat. or ur ar
3. Dan fell and h_____t his arm. ur ar or
4. See the little f_____ tree. ar or ir
5. We saw red roses in the p_____k. er ar or
6. Jean sits in the f_____st seat. or ir ar
7. The c_____k is in the jug. ar er or
8. Ann swept the d_____t away. ir or ar
9. The cl_____k gave me a dime. ar er or

Use these words to answer the riddles below.

bark	dark	corn
skirt	fur	born
park	clerk	car

It is part of a dress. _____

You like to eat it. _____

Dogs do this _____

A rabbit has it. _____

You can ride in it. _____

We play games in it. _____

UNIT 5: Review of AR, OR IR, ER, UR

DIRECTIONS: Say the name of the picture. Draw a circle around the letters that you hear in the name of the picture.

ar or ur	or ir ar	ar er or
er or ar	ar er or	ir or ar
ar or ir	or ur ar	er or ar
ur or ar	ar er or	or ar ir

UNIT 5: TEST: AR, OR IR, ER, UR
DIRECTIONS: Read the sentence, Find the word at the bottom of the page that the sentence tells about. Print the correct word on the line.

1. I use it when I eat. _____
2. It is a safe place to play. _____
3. It makes a nest in a tree. _____
4. Mother's gray coat is made of it. _____
5. He helps in the store. _____
6. Little Boy Blue has one. _____
7. Chickens and ducks live here. _____
8. We get up at this time. _____
9. A dog can do this. _____
10. Mother has jam in it. _____
11. We like to eat it. _____
12. You can ride in it. _____

---

corn	fork	farm
yard	horn	car
bird	jar	clerk
fur	morning	bark

br bread

cr crayons

dr dress

fr fruit

Beginning Consonant Blends

grape

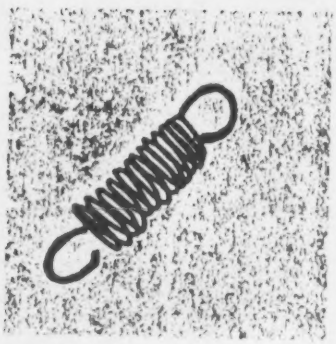
gr

pretzel

pr

screw

scr

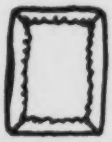


spring

spr

Name _____

Say the name of each picture. Complete its name on the line below the picture.

__r__b	d____m	_____o___	_____ee
_____ck	_____i____n	_____ss	 _____a___e
cr_____	_____i_____	_____ui___	____ap_____

Complete each sentence, using all the words in the box.

If you do not tie the boat_____ away
it
drift
will

Did Greg tie Pam's long _____ to
desk
braids
his

Dates, nuts, and fruit_____ in
salad
are
the

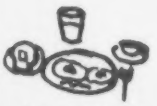
Mother will press a _____ pants
crease
Fred's
in

"I will trade my toad for _____ said
frog
your
Bret

R Blends

Name _____

Say the name of each picture. Each name begins with an r blend. Draw a ring around the r blend that you hear.

br cr dr	br cr dr	 br cr dr	br cr dr	br cr dr
dr fr gr	dr fr gr	dr fr gr	dr fr gr	dr fr gr
gr pr tr	gr pr tr	gr pr tr	gr pr tr	gr pr tr

Read each sentence. Find the missing word, draw a ring around it and write it in the space.

The name of Fred's green pet _____ is Hopalong Hank.
dog
frog
from

Let us open the old _____ in the attic.
trick
track
trunk

Will Dad treat us to a _____ of lemonade?
drank
drink
trunk

If Ted wins the drum contest, his _____ will be a bike.
prize
tries
dries

The train tracks ran along the creek, but did not _____ it.
grass
crow
cross

Frank crept along until he came to the soft green _____.
cross
grass
press

Beginning Consonant Blends

"br" "cr" "dr" "fr" "gr"

Read

1	2	3	4
rat - brat rag - brag ran - bran red - bred rush - brush rim - brim ring - bring risk - brisk and - brand	rush - crush rash - crash ramp - cramp rest - crest rack - crack rank - crank rock - crock rust - crust cross	rug - drug rag - drag rink - drink rank - drank rill - drill dress fresh from front	rit - grit rip - grip runt - grunt ant - grant rim - grim grin Greg grill
ran - Fran	red - Fred rank - frank	rum - drum	rills - frills

1. There was a crust of rust on the ship

2. Dip a drink from the red crock.

3. Tom and Fred went up the hill at a brisk jog.

4. He had a strong grip on the crank.

5. Do I have the fresh crust?

6. Will you grant Fran a pass?

7. Ann is well-bred.

8. The car crashed into the hill.

9. Pam was grim and sad.

10. The wind in spring is fresh and brisk.

11. Drag the ragbag under the cot.

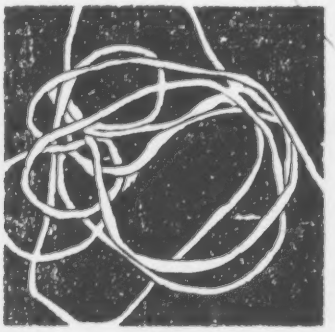
12. Pat has lots of frills on her dress.

13. Greg gripped the rack.

14. The grill is still hot.

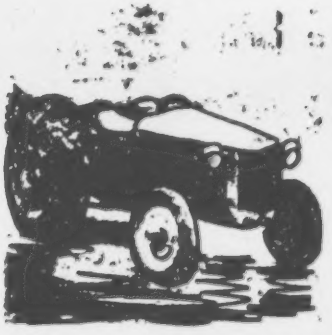
15. Give the hatband a brish brushing.

str string



shr shrub

tr tractor



Beginning Consonant Blends

"pr" "scr" "spr" "str" "shr" "tr"

Read:

1	2	3	4
rim-prim	ram - scram	rang - sprang	ring - string
rank - prank	rub - scrub	ring - spring	rum - strum
rod - prod	rap - scrap	rip - strip	
red - shred	rod - trod	prompt	struck
rug - shrug	rip - trip	press	strong
imp - shrimp	rush - trust	print	trick
rank - shrank	rash - trash		truck
ink - shrink	rap - trap		
rub - shrub	amp - tramp		

1. Greg was prompt for the trip.
2. The truck had a pen of hens.
3. The gang fell into a trap.
4. We had shrimp and fish.
5. The shrub is by the pond.
6. We will sell the strip of land by the dam for $2000.
7. The trick is to shrink the hat.
8. Press the print dress.
9. The tramp hid in the truck.
10. Ann is prim.
11. Rip a strip of strong silk.
12. The string is back at camp.
13. Scrap the car and put it in the dump.
14. Pat said, "Scram," to Bill and Ted.
15. Turn the sound up, please.
16. The clock struck four.

WORDS TO LEARN

sound please

we four

Beginning Consonant Blends

Add "pr" "scr" "spr" "str" "shr" "tr" to make a word:

1	2	3	4
_____ip	_____ug	_____ank	_____ompt
_____od	_____ip	_____ang	_____ust
_____ap	_____ub	_____uck	_____ick
_____um	_____im	_____ink	_____ap

Pick the right word and fill in the blanks below:

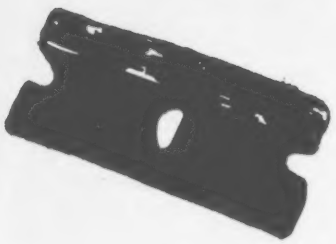
drink, prompt, crock, trick, truck

1. The _____was cracked.
2. Put the rack on the _____.
3. Bring Bill hot milk to _____.
4. The _____is to stop the rust.
5. Is Miss Smith _____at her job?

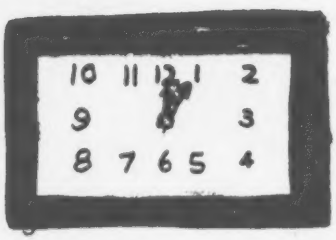
Pick a blend and fill in the blanks below:

"shr" "tr" "scr" "pr" br" "cr" "fr" "gr"

1. to rip up				e	d
2. stuck			a	p	
3. run				a	m
4. Ann left on a			i	p	
5. to crush			e	s	s
6. bush				u	b
7. .op of			e	s	t
8. hot dog			a	n	k
9. filled to the			i	m	
10. stern			i	m	



blade bl



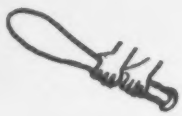
clock cl

flag fl

glasses gl

Name _____

Say the name of each picture. Complete its name on the line below the picture.

 _____ub	_____ag	_____a___e	_____ck
_____a_____	_____g	_____e	c_____
_____s	_____o_____	_____n____	_____e

Complete each sentence, using all the words in the box.

Blast-off time for the _____

The actress wore a blond_____

If we sleep in the tent, we will_____

I am glad Miss Glick plans to take us _____

The long train on the bride's dress will _____

o'clock
nine
is
rocket

in
the
wig
play

lots
need
blankets
of

picnic
on
class
a

the
on
floor
drag

Skill 18: Beginning blends of "bl," "cl," "fl," "gl," "pl" Book 300A or 1303

Blends are made up of two or three consonants. The letter "l" is often grouped with "b," "c," "f," and "g" to make blends.

Read aloud:

1	2	3	4
lock - block	lamp - clamp	lag - flag	lap - clap
lend - blend	lock - clock	lax - flax	lick - click
land - bland	link - clink		lump - clump
link - blink	lip - clip		
lash - flash	land - gland	lump - plump	plan - plank
lop - flop	lint - glint	link - plink	plant - plum
lint - Flint	lad - glad		Glen - glass
			glum - glut

Read aloud:

1. He put the car up on blocks.
2. At the bottom of the hill is the best plot of land.
3. He must have cash to get the clock.
4. The glass in the lamp is a dull pink.
5. Flapjacks are fit for a king.
6. Dan will box if he must, yet he has a bland temper.
7. He put a clamp on the back of the car.
8. She put the glass mug on top of the desk.

Pick a blend and fill the blanks below: "pl" "gl" "bl" "cl" "fl"

1. There was a ___ock of hens on the road.
2. The ___anks of the dock are damp.
3. The ___and in his neck is swollen.
4. The big ___ock stopped ticking.
5. She is ___inking her eyes in the bright sun.

Beginning consonant blends

Blends are made up of two or three consonants. The letter "l" is often grouped with "b," "c," "f" and "p" to make blends.

"bl" "cl" "fl" "gl" "pl"

Read:

1	2	3	4
lock - block	lamp - clamp	lag - glag	lap - clap
lend - blend	lock - clock	lax - flax	lass - class
land - bland	link - clink		lick - click
link - blink	lip - clip		lump - clump
lack - black			
lash - flash	land - gland	lump - plump	plan - plank
lop - flop	lint - glint	link - plink	plant - plum
lint - flint	lad - glad		Glen - glass
			glum - glut

Read Then Underline The Words That Begin With The Blends:

"bl" "cl" "fl" "gl" "pl"

1. He put the car up on blocks.
2. The clips are on the desk.
3. He has a flag, but he will not lend it.
4. The best plot of land is at the bottom of the hill.
5. In the sun the hill was a blend of tans and reds.
6. The plant is in the sand.
7. She is blinking her eyes in the bright sun.
8. The glass in the lamp is a dull pink.
9. He put a clamp on the trunk of his car.
10. He must have cash to get the clock.
11. If you block the dog in the pen, he will fuss.
12. He is clipping the wings of the bug to bring to class.
13. The lad is clapping his hands, because he is glad the long song is over.

WORDS TO LEARN

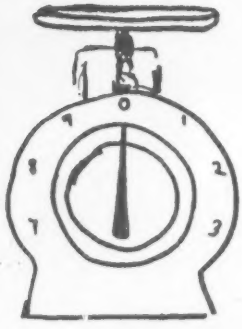
eye road bright when from

sw sweater

tw twelve 12

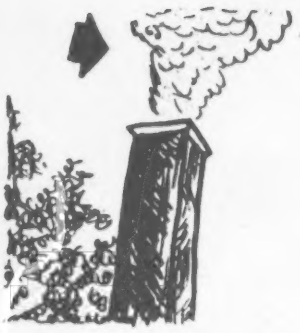
pl plate

sc scale



sk skirt

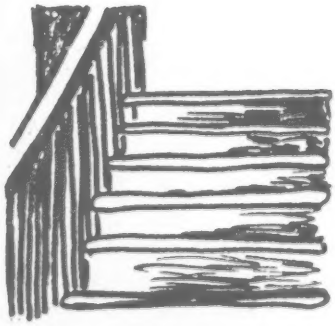
sl slippers



smoke **sm**

snow **sn**

spoon **sp**

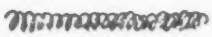


stairs **st**

S Blends

NAME: _____

Say the name of each picture. Write its name on the line below the picture.



Complete each sentence, using all the words in the box.

Please tell me the _____ | of, story, plot, the

Tim and his classmates plan to _____ | steel, a, visit, mill

Let us play with the _____ | driveway, skateboard, the, on

Don's aircraft uses a stream of air _____ | keep, to, aloft, it

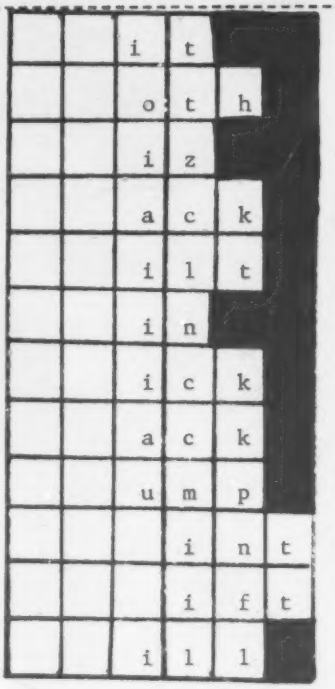
The spring rains help the buds on the trees_____ | swell, to, and, open

Beginning Consonant Blends

Pick a Blend and Fill in the Blanks Below:

"qu" "th" "wh" "squ" "thr" "br"

1. Stop
2. A dish of hot
3. A quick test
4. The duck said,
5. This is on a bed
6. Thick and
7. Fast
8. Hit
9. Bump
10. Wink, blink
11. Cut cost
12. A pen



Fill In The Blanks Below:

"thr" "th" "qu" "wh"

1. Tom put the _____ilt on the bed.
2. "_____and you for the rabbit," said Ed.
3. _____it whacking the dog'
4. Do you _____ink _____is quilt will do?
5. He ran _____en she stopped.
6. His hand was _____obbing in the cast.
7. The _____ush was singing in the bush.
8. "_____ack me off a big hunk of hot ribs," said Tom.

Beg... ing Consonant Blends

Circle two words that begin with the blend at the left:

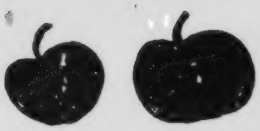
bl	black	bank	block	bill
cl	cost	clock	class	call
gl	glass	gummy	gland	gang
pl	plan	pants	punk	plank
fl	fish	flint	flag	fang
sc	sat	scat	scan	seat
sk	skid	skip	sick	sent
sl	sack	slip	said	slid
sn	snap	snag	sang	naps
sp	sets	spin	spat	sock
sm	smash	sent	mats	smell
st	stem	seem	sick	stick
sw	swim	swell	sell	sink
tw	twin	team	till	twill

Pick a blend which will make a word when joined to the letters given below, then write the word:

"bl" "cl" "fl" "gl"

Example: b l and bland

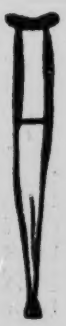
1. _____ock _____
2. _____ock _____
3. _____ock _____
4. _____ip _____
5. _____ip _____
6. _____int _____
7. _____int _____
8. _____ap _____
9. _____ap _____
10. _____ink _____



cherry ch

church ch

patch tch



crutch tch

"ch" and "tch"

Pick A Word and Fill in The Blanks:

scratches stitches snatched witch patch chest chap chatting clutch

1. A _____ can put a spell on Nan.
2. The bad lad _____ a match from the matchbox.
3. Patches of skin on his chin, neck and _____ bright red.
4. Al had a _____ on his pants.
5. Mr. Jackson _____ the ears of his dog.
6. The _____ in the car is slipping.
7. The _____ in the hem were put in by my chum from the club.
8. The Scotsman was the _____ with the big check to cash.
9. Mr. Kent was standing in the road _____ with Mr. Ness, telling him there was a chink in the hull of the ship.
10. Mrs. Hicks _____ _____ the lad from the brink of the cliff.

One of the lettered words matches one of the numbered words.

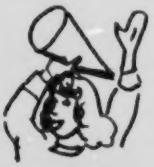
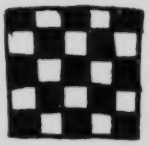
Pick the Word and Put Its Letter in the Blank:

1. grab _____	a. cut	6. latch _____	f. hunk
2. hen _____	b. crack	7. fetch _____	g. man, lad
3. witch _____	c. hem	8. chap _____	h. clutch
4. stitch _____	d. lock	9. chink _____	i. hag
5. chunk _____	e. bring	10. chop _____	j. chick

Consonant Digraphs

Name_____

Say the name of each picture. Draw a ring around the consonant digraph that you hear.

th wh sh ch	th wh sh ch	th wh sh ch	th wh sh ch
th wh sh ch	th wh sh ch	th wh sh ch	th wh sh ch
th wh sh ch	13 th wh sh ch	th ch wh sh	th wh sh ch
th wh sh ch	th wh sh ch	th wh sh ch	 th wh sh ch
th wh sh ch	th wh sh ch	th wh sh ch	th wh sh ch
th wh sh ch	th wh sh ch	 th wh sh ch	th wh sh ch

Consonant Digraphs CH, CK

Name _____

You have learned one sound of the digraph "ch" as in cheese. Sometimes "ch" has another sound, like "k" as in school. "Ck as in socks has the same sound. Read the words below. If the digraph in the word sounds like 'k," write it in the first column. If it sounds like the "ch" in cheese, write the word in the second column.

jacks	cheap	witch	school
echo	nickel	picket	teacher
choice	ranch	truck	scheme
kitchen	cricket	children	character
chorus	chimney	schedule	chipmunk
chance	church	chocolate	socker
racket	chimpanzee	pinch	ache

Consonant Digraphs KN, GN, WR, PH

Name _____

The consonant digraphs kn and gn usually sound like the consonant n, and w sounds like r. Read each word below. Underline the consonant digraphs kn, gn, and wr in the words.

knit	gnaw	wrist	unknown
write	knothole	wrench	typewriter
gnash	knight	gnat	wrestle
knee	unwrap	wrong	knelt
wring	knapsack	knife	wreath
knockout	wriggle	wreckage	unknot
writhe	knickknack	signboard	knowledge

The consonant digraph ph sounds like f. Read the list of words below. If the word has a ph at the beginning, write the word in the first column. Write the word in the second or third column if the ph is in the middle or at the end.

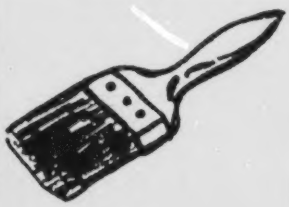
---

elephant	Ralph	triumph	typhoid
telegraph	phonics	dolphin	pheasant
Philip	photo	typhoon	numph
telephone	phrase	paragraph	Phyllis
	digraph	diphthong	

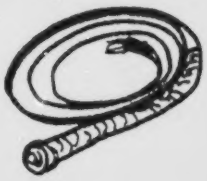
UNIT 6: Consonant digraphs: SH, TH, WH, CH, CK, KN, PH, GN, WR, GH.
DIRECTIONS: Complete the name of each picture. Draw a circle around each consonant digraph that appears in the word list at the bottom of the page.

REMEMBER: Consonant digraphs are two consonants that go together to make one sound.

Complete the names



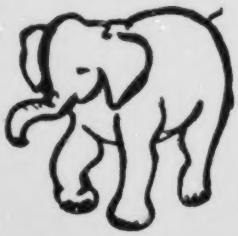
bru_____



_____ip

si_____

pat _____



ele_____ant

30

_____irty

_____ot

_____ite

Draw a circle around each consonant digraph.

bunch	wheel	kitchen	write
birthday	threw	nickel	peaches
north	finish	mother	rough
beneath	choke	knit	echo
know	chord	thick	farther
telephone	shake	wrist	chocolate
bothered	ticket	wheat	chorus
tough	sign	school	gnaw

UNIT 6: Consonant digraphs

DIRECTIONS: Complete the words in the sentences by writing in the correct consonant digraph.

ph kn wr gh ch gn

---

1. Mother talked to Mary over the _____one.
2. We had a good lau_____ about the joke.
3. Are you going to _____ite a letter to your mother?
4. On the door was a large si_____ that said, "Fresh Paint."
5. Mother bought some new records for our _____onogra_____.
6. Yesterday John had the _____ong answer for the problem.
7. Father carved the meat with a large _____ife.
8. We watched the mouse _____aw on the piece of wood.
9. I have a friend whose name is _____ilip.
10. We have learned to read in a s_____ool.
11. Do you _____ow how to jump rope?
12. All the toys were under the _____ristmas tree.
13. The boy caught a cold and a very bad cou_____.
14. It is not safe to be rou_____ at play.
15. Dick received a new _____ist watch for his birthday.

UNIT 6: Review of consonant digraphs.

DIRECTIONS: Complete each sentence by drawing a circle around the correct blend or consonant digraph and writing it on the line.

1.	Mother was _____ushing Jane's hair.	pr	br	st
2.	The boys are playing with their new _____iend.	fr	ch	tr
3.	Baby cries when she wakes up from her _____eep.	sm	sl	str
4.	Chris _____ote to Suki, a Japanese girl just her age.	gn	kn	wr
5.	Do you help your father _____inkle the yard?	sp	dr	spr
6.	Bob gave his puppy a huge bone to _____aw.	gr	gn	gh
7.	Did you ever try to step on your _____adow?	sc	st	sh
8.	The squirrel ran into the hole in the _____ee.	sr	tr	fr
9.	I mount my snapshots in a _____otograph album.	gh	ph	sh
10.	Donald was playing _____en the bell rang.	wh	th	ch
11.	My doll was _____enched in the rain.	dr	pr	sp
12.	Will you _____end this money for me?	st	sp	wr
13.	The little bird has a _____oken wing.	br	wr	th
14.	It is not kind to _____ike others.	st	sw	str
15.	Will you please _____eep the floor?	st	wh	sw
16.	My baby sister likes to play with _____ocks.	dr	bl	sl
17.	Who took the fresh cookies to _____ool?	sh	ch	sch

UNIT 6: TEST: Consonant digraphs.

DIRECTIONS: Draw a circle around the consonant digraph in each word in the first section. In the second section, find the words with consonant digraphs in each sentence, and write them on the lines.

Draw a circle around each consonant digraph.

sheep	match	caught	lunch	chorus
dishes	finish	elephant	these	each
knew	wren	sigh	check	right
choke	this	punch	telephone	shelf
gnat	pinch	shut	thrush	third
shop	luck	church	truck	knee
wheel	throat	crush	whisper	thank
chart	chop	write	when	chicken

Draw a circle around the words that contain consonant digraphs, and write them on the lines.

1. I saw a chicken in a truck. _____ _____
2. A chart is on the shelf. _____ _____
3. Mother Wren saw a big cat. _____ _____
4. Phil signed his name. _____ _____
5. I can wash six dishes at one time. _____ _____
6. I had my wheels checked. _____ _____
7. Touch your knee. _____ _____
8. Where is a telephone? _____ _____
9. I know the elephant's name. _____ _____
10. He fished at night. _____ _____

Beginning Consonant Blends

quilt

qu

thumb

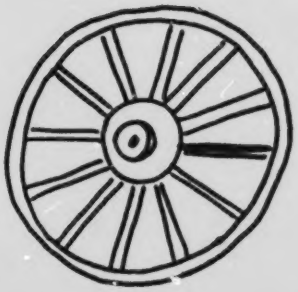
th

squ squash

thr three

3

wh wheel



Lesson 9 Silent Consonants

Silent w:

w is silent before r. (wrap) Examples: write (rite) wrong (rong) wreck (reck)

w is sometimes silent before h. Examples: who (hoo) whose (hooz) whole (hole)

Silent gh:

gh is silent before t. (ght=t) Examples: night (nite) might (mite) caught (caut)

gh is sometimes silent at the end of a word. Examples: though (thō) through (throo) although (al thō')

Silent b:

b is silent before t. (bt=t) Examples: debt (det) doubt (dout)

Silent k:

k is silent before n. (kn = n) Examples: knife (nife) knee (nee) knight (night)

Silent t:

t is silent before ch. (tch=ch) Examples: kitchen (kich' un) watch (wach) catch (cach)

t is silent in the ending sten and ften. Examples: listen (lis' en) often (o' fen) soften (sof' en)

Silent h:

h is silent at the beginning of some words. Examples: hour (our) honor (on' or) honest (on' est)

Unit 13

Silent "gh," "h," and "l"

Pick a word and fill in the blanks below:

night fright light weigh neighbor
straight right might freight weight

1. The _____ was dark and stormy.
2. I _____ 280 pounds.
3. I am slightly over _____.
4. Make a _____ turn at this corner.
5. You gave me a _____ when you started to turn left.
6. This street will take you _____ to town.
7. There is a parking lot by the first traffic _____.
8. The _____ train had 123 box cars in it.
9. She made broth to take to her sick _____.
10. I _____ watch TV tonight.

	Write	Add "ed"	Add "ing"
1. sigh	sigh	sighed	sighing
2. light			
3. weigh			
4. sight			

Add "ly"		Add "ly"	
1. night		5. light	
2. slight		6. high	
3. neighbor		7. bright	
4. tight			

Words of Wisdom

Every man on the planet has just as much right as yourself to the road --
O'Reilly

Unit 13

Silent "gh," "h," and "l"

Pick a word and fill in the blanks below:

fought	through	caught	naughty	thought
ought	sought	fought	haughty	bought

1. The man had _____ a big mess of fish.
2. I _____ to stop at the store before I go home.
3. Tom Edison _____ his way up in the world.
4. He _____ after wisdom all his life.
5. With all his wisdom, he did not become _____.
6. In the Civil War, sometimes brothers _____ on different sides.
7. "This is a very fine book," _____ Sam.
8. Bill missed the ball and it went crashing _____ the window.
9. Come look at the new car Sullivans just _____!
10. This has been a bad day! Sue was so_____!

Read and write

1. He leaped into the air and caught the ball.
2. I try to take a walk each day, even if I con't like to.
3. Bill fought off the dogs with a cane.

Unit 12

Silent letters

1	2	3	4	5
comb	wrap	often	gnat	knock
limb	wreck	listen	gnash	knack
dumb	wretch	bristles	gnaw	knelt
numb	write	thistles	knit	kneel
thumb	wrote	gristles	knot	knife
crumb	wrist	wrestle	knob	knew
doubt	wring	rustle	isle	knee
debt	wrong	bustle	island	
climb				
lamb				

1. A debt often bothers one's mind.

2. The island bristled with guns.

3. Use a knife to cut a wedge of pie.

4. The gnat gnawed on the thistle.

5. A knot is a little over a mile -- 6,076.1 feet

6. He gnashed his teeth when he hit his thumb with the hammer.

7. Climb the steps and knock on the door.

8. Some men kneel when they pray.

PEACE

Time leaves many things unchanged. The gnawing need for peace is common to all men. St. Francis, who lived hundreds of years ago, lived such a peaceful life that he died singing. Here is a prayer by St. Francis:

Lord, make me an instrument of Your peace
Where there is hatred, let me sow love;
Where there is injury, pardon;
Where there is doubt, faith;
Where there is despair, hope;
Where there is darkness, light;
And where there is sadness, joy.

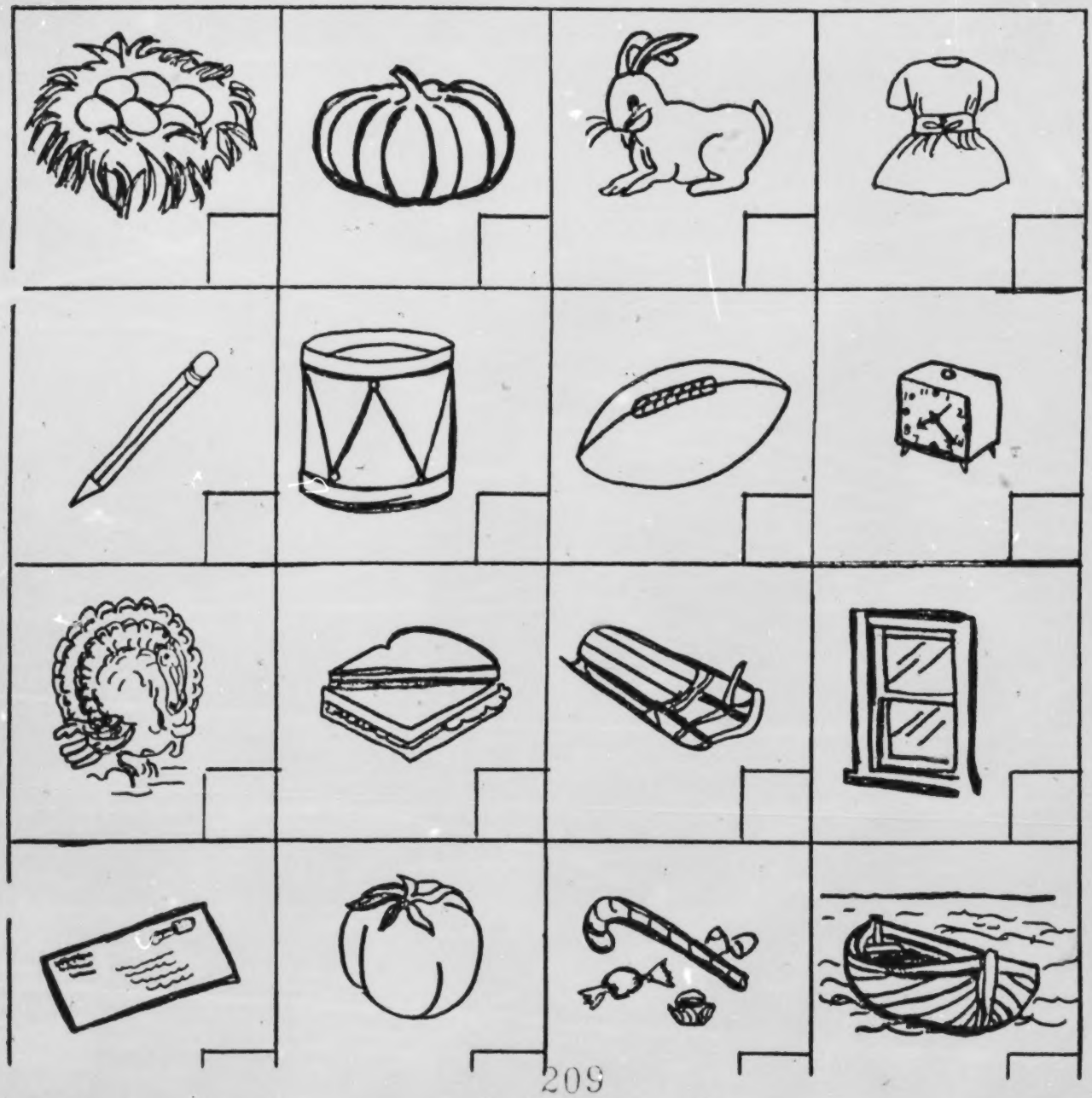
O Divine Master, grant that I may not
So much seek to be consoled as to console;
To be understood as to understand;
To be loved is to love;
For it is in giving that we receive;
It is in pardoning that we are pardoned;
And it is in dying that we are born to eternal life.

UNIT 2: Auditory recognition of syllables.

DIRECTIONS: Say the name of each picture. In the block beside each picture, write the number of syllables you hear in the name of the picture.

REMEMBER: If you hear one vowel sound in a word, the word has one syllable.

If you hear two vowel sounds in a word the word has two syllables.



UNIT 2: Auditory and visual recognition of syllables.

DIRECTIONS: Write the vowels that you can both see and hear in each word.

REMEMBER: If you hear two vowel sounds in a word, the word has two syllables.

pumpkin	_____	_____	rabbit	_____	_____
program	_____	_____	basket	_____	_____
lady	_____	_____	unbend	_____	_____
cactus	_____	_____	mitten	_____	_____
bacon	_____	_____	unkind	_____	_____
pencil	_____	_____	visit	_____	_____
music	_____	_____	selfish	_____	_____
stocking	_____	_____	cannot	_____	_____
apron	_____	_____	cabin	_____	_____
until	_____	_____	hungry	_____	_____
puppy	_____	_____	yellow	_____	_____
picnic	_____	_____	secret	_____	_____
hopping	_____	_____	refill	_____	_____
happy	_____	_____	kitchen	_____	_____

UNIT 2: Auditory and visual recognition of syllables.

DIRECTIONS: In the exercise at the top of the page, write the words that have one syllable in column 1; those that have two syllables in column 2; and those that have three syllables in column 3. In the second exercise, say the name of the picture, and then draw a circle around the number that tells how many syllables you hear.

Write the words in the proper columns.

love	window	please	pickle	park
happiness	September	flatter	face	suddenly
forget	tiger	understand	spring	committee
grandfather	butterfly	explain	blanket	one
		soup		

One Syllable	Two Syllables	Three Syllables
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Say the name of the picture. Then draw a circle around the number that tells how many syllables you hear.

Choose a two-syllable word to finish each sentence. Write the word you choose in the blank.

pail dipper cup

1. Sam has some water in a _____.

south northwest east

2. The old school house is _____ of the town.

coffee tea milk

3. Mrs. North gave her husband some _____ to drink.

Choose a three-syllable word to finish each sentence.

Write the word you choose in the blank.

divided cuts broken

1. Mrs. Cook _____the apple in two.

words letter directions

2. Joe followed Sam's _____.

Choose a one-syllable word to finish each sentence.

Write the word you choose in the blank.

late early earlier

1. I started to my friend's house _____ this morning.

cabin hotel tent

2. I will sleep in a _____ tonight.

direction earth distance

3. As the _____turns, the big dipper changes position.

UNIT 6

SYLLABLES AND VOWELS

Words can be broken into parts called "syllables."

Each syllable must have a vowel sound.

A word has the same number of syllables as it has vowel sounds.

When you talk, each syllable is like one beat of time in music.

Each beat is one syllable:

*	*	*	*	*	*
My	coun -	try	'tis	of	Thee

*	*	*	*	*	*
Sweet	land	of	lib -	er -	ty

EXERCISES

Write your name on this line: _____ _____ Say it.

How many beats did you hear? Mark the beats here: _____

Read the lines below, and listen to the beat. Count the beats. March each beat on the paper as you say it. Put a check mark over each syllable.

EXAMPLE: 1. The world is big and bright and fair
the sound of joy is everywhere.

2. Hold a penny close to the eye
It shuts out the sun, moon, and sky.
3. To be honest through and through
Nothing but the truth will do.
4. I eat my peas with honey.
I've done it all my life.
It makes the peas taste funny,
But it keeps them on my knife.
5. Hate made a circle and shut me out,
And left me alone for the world to flout,
But love had the power to let me in,
And gave the friends who helped me win.

Lesson 19 Learning About Syllables
pronounce (pro nouns)

When we write words and sentences, we put letters on paper. When we read out loud, we pronounce syllables to make spoken words. Letters are parts of words that we write. Syllables are parts of words that we speak and hear. We need to learn about syllables so we can pronounce words better when we read. Knowing about syllables will help our writing, too.

What is a Syllable?

A syllable is a word or a part of a word that has one vowel sound. In the word thank you pronounce one vowel sound; in the word over you pronounce two vowel sounds. So, thank has one syllable and over has two.

One-Syllable Words

In one-syllable words you hear only one vowel sound. Examples:

I he hunt point loud hear wealth

Notice that in the words I, he, and hunt the vowel sound is written with only one vowel. In the words point, loud, hear, and wealth the vowel sound is written with two vowels.

Words With More than One Syllable

In these examples you pronounce a vowel sound for every syllable:

Two-syllable words: fishing paper follow coffee

Three-syllable words: following different syllable

Four-syllable words: automobile understanding

A five-syllable word: university

Consonants in Syllables

Some syllables do not have any consonant sounds, as in these words:

I eye a over (o ver) unite (u nite)

Some syllables have one or more consonant sounds, as in:

to no pan thanks (thanks)

Name _____

RULE 1: A one-syllable word is never divided.

RULE 2: A compound word is divided between each of the little words in the compound word.

RULE 3: When a word has a suffix, it is divided between the root word and the suffix if the suffix has a vowel sound.

RULE 4: When a word has a prefix, it is divided between the prefix and the root word.

Divide the following words into syllables, using hyphens. After each word write the number of the rule which you applied. There may be more than one rule needed.

---

invite	airplane	extending	rained
averted	involve	admit	depress
dream	defroster	discharge	acquit
misplace	disclose	unfairly	unscrew
expanded	displaying	resharpen	misteaches

RULE 5: When two or more consonants come between two vowels in a word, it is usually divided between the first two consonants. Be careful not to split blends or digraphs.

Divide the following words into syllables by drawing lines through the words.

---

complete	pencil	confess	sudden
torment	necklace	descend	target
purple	children	surprise	contents
shallow	dictate	basket	pretzel
candy	rubbers	kitchen	postman
funnel	balloon	princess	misconduct
carpenter	detergent	September	orchestra

Complete each sentence, using all thw words in the box.

Firemen perform an important _____ _____	service the for community
Christine and Colleen like to play house_____ _____	their kitchen mother's in
Jan's pretty purple balloon got caught in the _____ _____	tree branches a of
Children like to wade in the shallow _____ _____	of brook a water
Servicemen have target practice as part _____ _____	training of basic their
The princess had a surprise visit from the _____ _____	of nation another prince
Class, now is the time to sharpen your pencils and to throw your_____ _____	basket in the wastepaper

UNIT 8: Syllabication: Review of the first five rules.

DIRECTIONS: Read the rules. Write the words, dividing them into syllables, and tell which rule you have used.

RULES FOR SYLLABICATION

1. A one-syllable word is never divided.
2. A compound word is divided between the words that make the compound word.
3. When a word has a siffix, it is divided between the root and the suffix.
4. When a word has a prefix, it is divided between the prefix and the root.
5. When two or more consonants come between two vowels in a word, it is usually divided between the first two consonants.

---

airplane _____ quickly _____

surprise _____ hungry _____

homeless _____ hardness _____

danger _____ apple _____

smallest _____ slowly _____

monkey _____ safe _____

donkey _____ curtain _____

helping _____ harmful _____

outdoors _____ sunlight _____

sudden _____ churches _____

later _____ railroad _____

rewrite _____ circus _____

UNIT 6

SYLLABLES AND VOWELS

DIVIDING WORDS INTO SYLLABLES

Look for this pattern: V C C V (vowel, consonant, consonant, vowel). Find two vowels. If there are two consonants between the vowels, usually divide between the consonants. (VC - CV)

EXAMPLES:	win - ning	plas - ter	con - tent	un - der
	// \\			
	VC - CV	VC - CV	VC - CV	VC - CV

DIRECTIONS: Read, then break into syllables:

1. lesson _____
2. yellow _____
3. monkey _____
4. blossom _____
5. accept _____
6. sudden _____
7. hello _____
8. plaster _____
9. hammer _____
10. banner _____
11. tunnel _____
12. party _____
13. ladder _____
14. bottom _____
15. almost _____
16. puppet _____
17. welcome _____
18. cabbage _____
119. tennis _____
20. winter _____

CLOSED SYLLABLES: When a word or a syllable ends with a consonant and the syllable has only one vowel, it is called a closed syllable. The vowel most often has a short sound.

EXAMPLE: bat fun get

UNIT 6

SYLLABLES AND VOWELS

Count the number of vowels in the word. Pronounce the word. Then count the number of vowel sounds you can hear. There will be a syllable for each vowel sound you hear.

EXAMPLES: ed - u - ca - tion - al un - neigh - bor - ly

dis - in - ter - est - ed re - mem - ber - ing

DIRECTIONS: Write the number of vowels you see on the line in front of the word. Then say the word, and write, on the line after the word, the number of vowels you hear.

1. _____grass_____
2. _____street_____
3. _____write_____
4. _____see_____
5. _____build_____
6. _____believe_____
7. _____beautiful_____
8. _____visit_____
9. _____careful_____
10. _____divide_____

There are at least 5 kinds of SYLLABLES.

	EXAMPLES:	
1. The syllable made of one vowel alone	a - men	e - ven
2. The syllable where the consonants follow the vowel	at	end
3. The syllable where one consonant is before the vowel	hot	run
4. The syllable where there are 2 consonants before the vowel	stab	grass
5. The syllable where there are 3 consonants before the vowel	scrub	strong

DIRECTIONS: Give an example of each kind of syllable:

1. _____
2. _____
3. _____
4. _____
5. _____

SYLLABLES AND VOWELS

Look for this pattern. VCV (Vowel, Consonant, Vowel). Find two vowels. If there is one consonant between two vowels, usually divide before the consonant. (V-CV)

EXAMPLES: pa - per di - ner clo - ver ti - ny

V CV V CV V CV V CV

READ	WRITE IN SYLLABLES	READ	WRITE IN SYLLABLES
1. tiger	_____	11. razor	_____
2. parade	_____	12. agent	_____
3. lady	_____	13. motel	_____
4. open	_____	14. Bible	_____
5. silent	_____	15. cradle	_____
6. baker	_____	16. duty	_____
7. moment	_____	17. famous	_____
8. nation	_____	18. paper	_____
9. stupid	_____	19. radio	_____
10. spider	_____	20. evil	_____

When the first vowel ends the first syllable, the first vowel sound is often long. This is called an open syllable.

Remember: Syllables which end with consonants usually have a short sound and are called closed syllables.

DIRECTIONS: Try your skill on syllables below. Write o for open and c for closed in the space above each syllable.

1. kit ten
2. so lo
3. ru ler
4. pen cil
5. sis ter
6. spell ing
7. reg u late
8. fin ger
9. pre tend ing
10. con so la tion

PRACTICE LESSON 31

A. Complete the following sentences about the months.

1. There are _____ months in a year.
2. There are _____ months in each season.
3. January is the _____ month in the year.
4. December is the _____ month in the year.
4. December is the _____ month of the year.
5. I _____ to know the names of the months.
6. January is a _____ month.

B. Write the names of the months.

January _____ July _____

February _____ August _____

March _____ September _____

April _____ October _____

May _____ November _____

June _____ December _____

Learning the Months

Words to Study

month
April
September
need
May
October
January
June
November
February
July
December
March
twelve

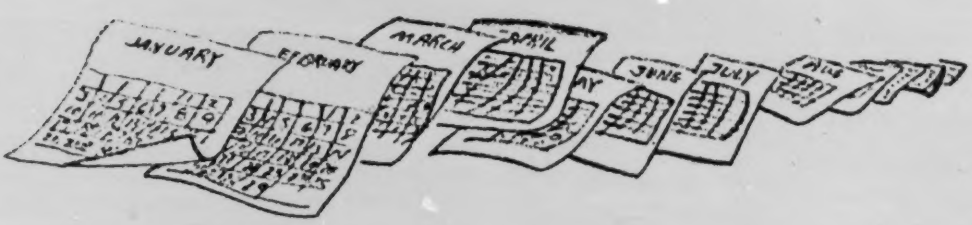
There are twelve months in a yeaf. Three of the months are spring months. The summer season has three months. There are three months in autumn. Three of the months are winter months.

We need to know the names of the months. Every person should know how to read and write the names of the months. I can read and write. Harry can read and write.

I need to know the names of the months to write a letter. I need to know the names of the months to write a check. At my work I need to know the names of the months.

Here are the names of the months:

January	May	September
February	June	October
March	July	November
April	August	December



Begin the name of each month with a capital letter. Abbreviations of the names of the months are also capitalized. Write the names and the abbreviations below. Notice that May is not abbreviated.

January Jan. _____

February Feb. _____

March Mar. _____

April Apr. _____

May _____

June Jun. _____

July Jul. _____

August Aug. _____

September Sept. _____

October Oct. _____

November Nov. _____

December Dec. _____

The names of holidays begin with capital letters. Here are the names of some of the holidays and the dates on which they come. We actually celebrate some of these on Monday.

New Year's Day comes on January 1.
Lincoln's Birthday comes on February 12.
Washington's Birthday comes on February 22.
Independence Day comes on July 4.
Christmas comes on December 25.

Write the above sentences. Abbreviate the names of the months.

1. _____
2. _____
3. _____
4. _____
5. _____

Unit 14

Days and Months

Thirty days hath September
April, June and November
All the rest have 31, save February,
Which alone has 28
And one day more we add to it
One year in four.

Days of the week	Abbreviations	Write:	Write:
Sunday	Sun.		
Monday	Mon.		
Tuesday	Tues.		
Wednesday	Wed.		
Thursday	Thurs.		
Friday	Fri.		
Saturday	Sat.		

Months of the year	Abbreviations		
January	Jan.		
February	Feb.		
March	Mar.		
April	Apr.		
May	May		
June	June		
July	July		
August	Aug.		
September	Sept.		
October	Oct.		
November	Nov.		
December	Dec.		

PRACTICE LESSON 30

A. Complete the following sentences about the seasons.

1. The seasons are ....., ..., ... and ..... .
2. In the ....., days are warm.
3. The days are hot in ....
4. Farmers gather crops in the ..... .
5. The days are cold in ..... .

B. Draw a line under each word you know. Put an X by each word that you do not know.

nest	four	birds	gathers	hot
leaves	warm	comes	crops	farmer
cold	begin	build	cool	snow
days	year	fall	spring	fast

C. Write four sentences of your own. Use one of these words in each sentence : spring, summer, autumn, winter.

1. .....
2. .....
3. .....
4. .....
   .....

NAMES OF STREETS, CITIES, AND STATES

The names of streets, cities and states begin with capital letters. Write the addresses below correctly. Put a comma after the name of the city. Put a period after each abbreviation.

1001 oak st
lorain ohio 44054

1221 major ave
oklahoma city oklahoma 73120

11504 cherry creek rd
denver colorado 80222

9028 parkway pl
memphis tennessee 31812

6250 skyline blvd
oakland california 94611

1005 s pearl st
atlanta georgia 30316

2643 bainbridge pl
seattle washington 98136

5436 n woodward st
mobile alabama 36610

Write your own name and address correctly. Then write the name and address of a friend.

Unit 2

DICTIONARY SKILLS

BELOW IS A LIST OF WORDS TO PUT IN ALPHABETICAL ORDER. ALPHABETIZE BY THE FIRST TWO LETTERS. NOT ALL THE ALPHABET IS USED.

A	C	E
A	L	L
B	A	T
B	E	D
C	A	P
C	E	N T

accident	upper	nurse	home	family
island	geese	apt	crib	husband
popcorn	shelf	valves	jack	doctor
knock	gasket	candy	yellow	punch
voice	men	deposit	let	records
woman	friends	zone	orange	nickel
butter	elbow	rope	usually	zipper
savings	pencil	injury	twice	boards
jewel	machine	envelopes	Yankee	Quaker
thousand	lock	package	olive	kept

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____
41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____
51. _____

DICTIONARY SKILLS

THE *DICTIONARY TELLS YOU:

1. The meaning of a word.
2. How to pronounce a word.
3. How to find the correct spelling of a word.
4. How to divide a word into syllables

HERE IS A LIST OF 26 WORDS. THERE IS ONLY ONE FOR EACH LETTER OF THE ALPHABET. PUT THEM IN THE BLANKS BELOW. ALPHABETIZE BY THE FIRST LETTER.

EXAMPLE:

A	L	P	
B	E	A	R
C	A	T	
D	O	G	

animal	beach	calf	year	insurance
package	dinner	ladder	news	school
electric	waffles	key	used	gauge
quick	oatmeal	factory	teller	X-ray
hardware	May	juice	razor	vacant
zeal				

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____

* All dictionary skills are based on the pocket-size edition of Webster's New World Dictionary of the American Language. These can be purchased at most stores for 50¢. We suggest that students all use the same dictionary to eliminate confusion.

DICTIONARY SKILLS

BELOW IS A LIST OF WORDS TO PUT IN ALPHABETICAL ORDER. ALPHABETIZE BY THE FIRST THREE LETTERS. NOT ALL THE ALPHABET IS USED.

A	C	E		
A	D	D	E	D
A	L	P		
B	A	D		
B	A	T	C	H

grief	keep	age	clock	bone	lift
onion	tube	scat	week	invited	weight
called	enough	jam	nearby	really	engine
vacuum	zebra	quarter	mitten	metal	tune
extra	dust	due	address	jackknife	hole
needed	replace	great	fine	library	fix
heater	unit	walk	yard	plane	battle
income	hose	duck	mistake	twenty	scrape
plywood	Japan	barbecue	carpet	agree	
united	say	vanilla	only	ketchup	

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
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37. _____
38. _____
39. _____
40. _____
41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____
51. _____
52. _____
53. _____
54. _____
55. _____
56. _____
57. _____
58. _____

UNIT 2

DICTIONARY SKILLS

USING THE GUIDE WORDS FOUND AT THE TOP OF THE PAGES IN A DICTIONARY, LOOK UP THE WORDS LISTED BELOW AND WRITE THE MEANING ON THE LINES. IF THERE ARE TWO MEANINGS, PICK THE MORE FAMILIAR ONE.

1. strapping _____

_____

2. sheepish _____

_____

3. amidships _____

_____

4. slovenly _____

_____

5. autobiography _____

_____

6. contrive _____

_____

7. bifocals _____

_____

8. cataract _____

_____

9. hobble _____

_____

10. recoup _____

_____

11. whimsey _____

_____

12. intangible _____

DICTIONARY SKILLS

WORDS MAY HAVE SEVERAL MEANINGS

LOOK UP THE WORDS LISTED BELOW AND WRITE THE FIRST MEANING LISTED IN THE DICTIONARY. LIST THE NUMBER OF OTHER DEFINITIONS GIVEN FOR EACH WORD.

1. check.

2. bank.

3. watch.

4. water.

5. to

Dictionaries usually have "key" words at the bottom of most pages. These "key" words are simple words which everyone should know. Each of these words has a vowel sound with a diacritical mark over it. This is the "key" by which a person can "unlock" the sound of the word he is trying to pronounce.

EXAMPLE: chr$\breve{o}$n - $\bar{o}$ - l$\breve{o}$g - $\breve{i}$ - c$\ddot{a}$l

(kron - o - loj - i - k'l)

Unit 3

DICTIONARY SKILLS

MARKS THAT CHANGE THE SOUND OF LETTERS
(Diacritical Marks)

The vowels are "a", "e", "i", "o", "u". Each vowel has more than one sound. In the dictionary these sounds are shown by small marks which are called DIACRITICAL MARKS.

If the vowel is short, it is marked with a small mark like this: ˘
This mark is called a breve.

When the Vowel says its own letter name, the vowel is long, and is marked with a mark like this: ¯
This mark is called a macron.

Here are some examples of words with the sound marks:

Short vowels: hăt lĕt wĭn hŏp sŭn

Long vowels: lāke ēve bīte sō tūne

LOOK UP THE FOLLOWING WORDS AND WRITE THE WORD IN THE BLANK, WITH THE SOUND MARKS, AS IT IS GIVEN IN THE DICTIONARY.

1. wade _____
2. be _____
3. pie _____
4. sack _____
5. lit _____
6. rub _____
7. tube _____
8. age _____
9. win _____
10. dough _____
11. at _____
12. own _____
13. duel _____
14. bread _____
15. dock _____
16. night _____
17. suds _____
18. sock _____
19. get _____
20. light _____

NOTE: Webster's New World Dictionary does not use a marking for Short sounds. Most dictionaries use this symbol: ˘

Skill: Dictionary - Pronounciation

Note: All dictionary skills lessons in this book are based on the pocket-size edition of Webster's New World Dictionary of the American Language. This can be purchased at most stores for less than a dollar. It is suggested that all students use the same type of dictionary to eliminate confusion.

The dictionary tells you:

1. The correct spelling of a word.
2. How to pronounce a word.
3. The meaning of a word.
4. How to divide a word into syllables.

Key to Pronounciation

Vowels have more than one sound. (Vowels are a,e,i,o,u,) In the dictionary these sounds are shown by small marks over the vowels. These marks are called "diacritical marks".

If the marking over the vowel "a" is:	the vowel will be pronounced:	Mark the "a" sound in this word:
a	fat	cat
a	ape	grate
a	bare	fare
a	car	far

Put the correct markings over these words. Use your dictionary if necessary:

1. brake 2. back 3. care 4. tar

If the marking over the vowel "e" is:	the vowel will be pronounced:	Mark the "e" sound in this word:
e	ten	hem
e	react	concrete
e	here	dear
e	over	mother

Put the correct marking over these words:

1. her 2. sere 3. lend 4. Eve

If the marking over the vowel "i" is:	the vowel will be pronounced:	Mark the "i" sound in this word:
i	is	it
i	bite	mine

Put the correct marking over these words:

1. miss 2. kite

Skill: Dictionary -Pronounciation (continued)

If the marking over the vowel "o" is:	the vowel will be pronounced:	Mark the "o" sound in these words:
o	lot	trot
ō	go	hotel
ô	horn	born
o͞o	tool	school
o͝o	brook	crook
oi	oil	boil
ou	out	shout

Put the correct marking over these owrds:
1. foolish 2. joke 3. corn 4. cob

If the marking over the vowel "u" is:	the vowel will be pronounced:	Mark the "u" sound in these words:
u	up	nut
ū	use	unit
û	fur	burn

Put the correct marking over these words:
1. cup 2. fuse 3. curb

This symbol (ə) is called the "schwa". It is used to represent the weakened and dulled vowel sound heard in the unstressed syllables of:

1. ago 2. agent 3. comply 4. sanity 5. focus

A. Mark the vowel sounds in the following words: Use the dictionary if necessary,

America _____ Kangaroo _____
letter _____ murmur _____
infinity _____ informer _____

Definitions

The first defintion given in the dictionary for a word is the one that is most common.

Example: navigate: 1. to travel through or on(air,sea, etc., in a ship or aircraft).
2. to steer (a ship or aircraft). (The river is too shallow to navigate).

Givethe most common definition for the word "listen". _____

Accent Marks

An accent mark(′) shows which syllable of a word receives the most emphasis.
Example: en gage′ ment

B. Place the accent mark in the correct place in the following words:

1. accompany
2. Pacific
3. sickliness
4. synthesis
5. trampoline
6. centigrade
7. stereographic
8. consumption
9. augmentation

These words are often mispronounced. Study their diacritical markings, then practice saying words aloud.

(Note: No mark is used for the short sound.)

1.	affluent	af′ lōō-ant
2.	alias	ā′li-əs
3.	almond	ä′mənd
4.	architect	är′ ka-tekt
5.	arctic	ärk′ tik
6.	attacked	ə-takt′
7.	auxiliary	ôg-zil′ yə-ri
8.	because	bi-kôz′
9.	cafe	ka-fā′
10.	candidate	can′ də-dāt
11.	cello	chel′ō
12.	cement	ce-ment′
13.	champion	cham′ pi-on
14.	chasm	kaz′m
15.	children	chil′drən
16.	column	kol′əm
17.	comparable	kom′ per-o-b'l
18.	coupon	kōō′pon
19.	creek	krēk
20.	curiosity	kyoor′ i-os′-ə-ti
21.	deaf	def
22.	diphtheria	dif-thêr′ i-ə
23.	discretion	dis-kresh′ən
24.	drowned	dround
25.	elm	elm (one syllable)
26.	extraordinary	iks-trôr′di-ner′ i
27.	faucet	fô′zit
28.	film	film (one syllable)
31.	geometry	jē-om′ə-tre
32.	gesture	jes′ cher
33.	gigantic	ji-gan′ tik
34.	government	guv′ ern ment
35.	handkerchief	han′ ker chif
36.	height	hīt
37.	hundred	hun′ drid
38.	influence	in′ flōō ns
39.	introduce	in′ tro-dōōs
40.	Italian	i-tal′ yən
41.	just	just
42.	lengh	lenkth
43.	library	lī′ brer′ i
44.	mischievous	mis′ chi-vəs
45.	municipal	mū-nis′ə-p'l
46.	museum	mū-ze′əm
47.	pathos	pā′ thos
48.	perform	pər-fôrm′
49.	perhaps	pər-haps′
50.	perspiration	pûr′ spo·rā′ shon
51.	poem	pō′ im
52.	probably	prob′ ə-bli
53,	quantity	kwan′ ti-ti
54.	recognize	rek′ og nīz
55.	rise	riz
56.	strenght	strenght
57.	theater	thē′ a ter
58.	veteran	vet′ eren

Learning the Parts of a Letter

Here is a short letter. Each part is numbered to help you find the five parts in a letter.

---

(1) 1821 N. Flores St.
San Antonio, Texas 78212
July 10, 19

(2) Dear Henry,

(3) Ray and I are going to the river on a fishing trip. We would like for you to go with us. We are going to spend Saturday night fishing. Some of our friends went last weekend and caught several good fish.

Sue will be glad to have your wife stay with her while we are gone.

Let me know if you can go.

(4) Your friend,

(5) Jim Davis

The five parts in a letter are (1) the heading, (2) the salutation, (3) the body, (4) the complimentary close, and (5) the signature. Study these parts in the letter above.

7 FRIENDLY LETTER

A friendly letter has five parts:

1. Heading
2. Greeting
3. Body
4. Closing phrase
5. Signature

You have learned how capital letters are used in a friendly letter. Your also have learned how periods and commas are used in a friendly letter.

In this lesson you will learn each part of a friendly letter and slao how each part is placed. Read this short letter.

Heading

2649 Holly Avenue
Albany, Georgia 31705
June 26, 1973

Greeting

Dear Ned,

Martha and I will leave here at seven o'clock on Monday morning. We will be at your house in the afternoon.

We haven't seen you for a long time. We will be glad to visit with you again.

Closing phrase

Your friend,

Signature

Now look at each of the five parts of this letter.

HEADING OF A LETTER:

The heading of a letter should be written in the upper right corner of the page. Here are three important things to remember about the heading of a friendly letter.

RULES:

Always use capital letters correctly.
Always use commas between the name of the city and the name of the state and between the name of the month and the year in the date.
Always include the correct ZIP CODE number.

A Write four headings for friendly letter. Use capital letters, periods, and commas correctly.

1. _____ 3. _____

_____ _____

_____ _____

2. _____ 4. _____

_____ _____

_____ _____

GREETING OF A LETTER:

There are two important things to remember about the greeting of a friendly letter:

RULE: All important words in the greeting begin with capital letters. A comma is used after the greeting.

B Write four greetings for friendly letters.

1. _____ 3. _____

2. _____ 4. _____

Body of a letter:

The body of a friendly letter tells what one person wants to say to another. It is the most important part of the letter.

Closing phrase:

There are two important things to remember about the closing phrase of a friendly letter:

RULE: Only the first word of the closing phrase is capitalized. A comma follows the closing phrase.

C Write four closing phrases for friendly letters.

1. _____ 3. _____

2. _____ 4. _____

WRITING A LETTER

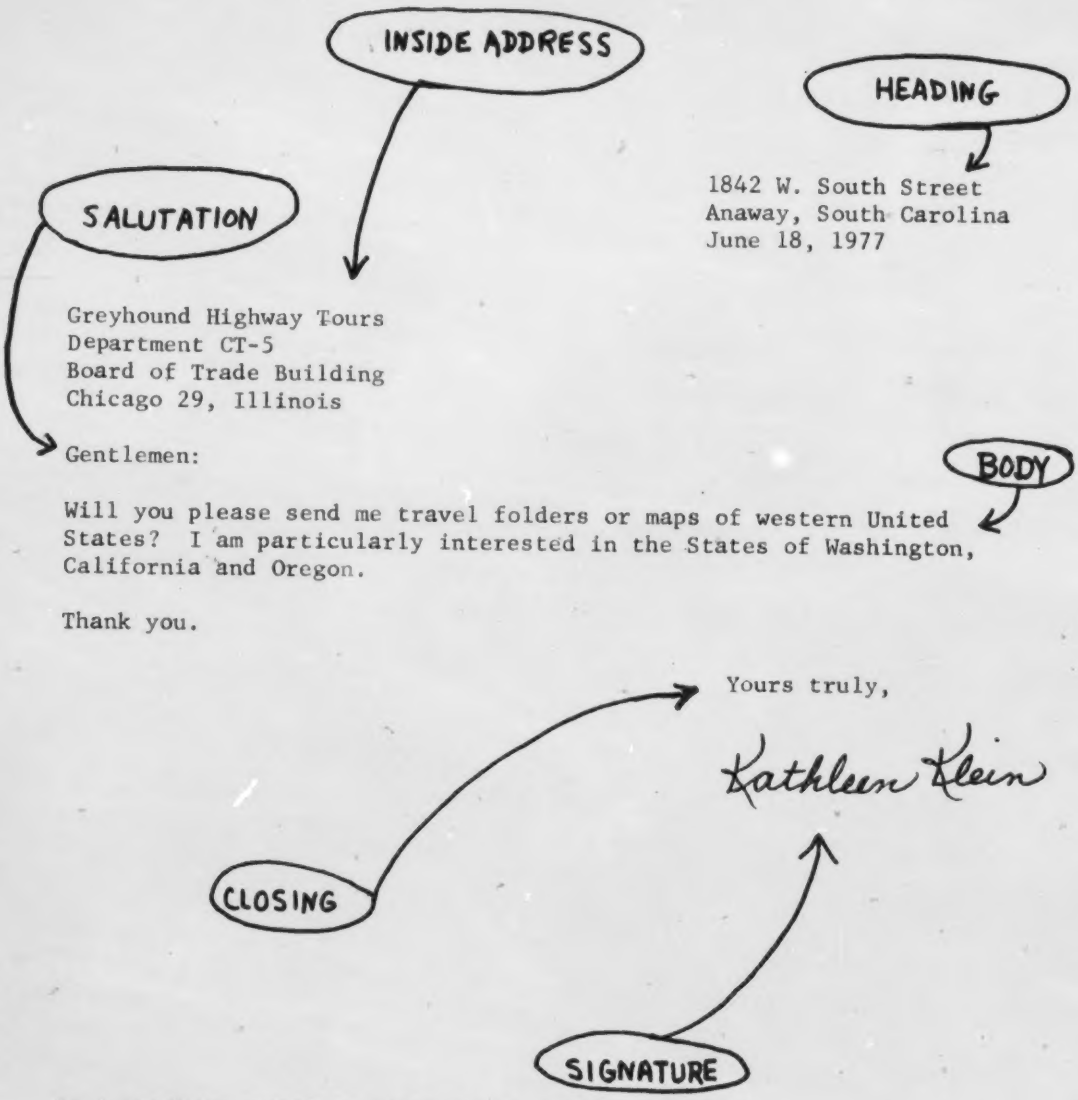
Write a letter to a friend. Tell him that you know of a good job that he might like to have. Describe the job and tell how much it pays.

Check your letter to see whether it is correct or not. Does it have the five important parts? Did you put a comma after the salutation? Did you indent each paragraph? Did you put a comma after the complimentary close?

Unit 10

BUSINESS LETTERS

BUSINESS LETTERS HAVE SIX PARTS:



ON A SEPARATE PIECE OF PAPER WRITE THESE HEADINGS:

1. 529 clash street martintown alabama april 22 1977
2. 17900 blue avenue detroit michigan december 11 1977

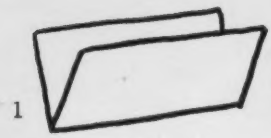
WRITE THESE INSIDE ADDRESSES:

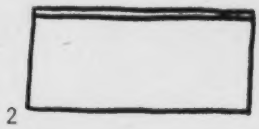
1. the union pacific railroad room 444 omaha nebraska
2. quality pet farm 718 mill road smithfield new jersey

FRIENDLY AND BUSINESS LETTERS

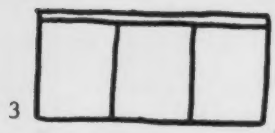
FOLDING LETTERS

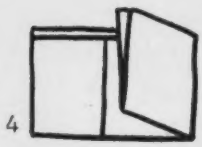
FOLDING FOR AN ORDINARY (6 1/2" X 3 3/8") ENVELOPE:





With letter face up, fold bottom up to 1/2 inch from top.





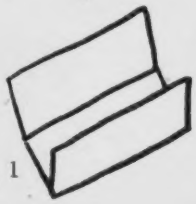
Fold right third to left.

Fold left third to 1/2 inch from last crease.

Insert last creased edge first.

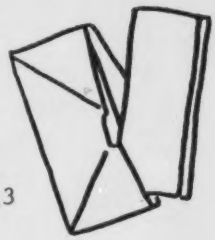
FOLDING FOR A LARGE (9 1/2" X 4 1/8") ENVELOPE:

Fold slightly less than one third of the letter up toward the top.



Fold down the top of the letter to within 1/2 inch of the bottom fold.

Insert the letter into the envelope with the last crease toward the bottom of the envelope.



Signature:

A signature is a name. Every name begins with a capital letter. In a friendly letter, only the first name of a signature is required. Do not put a period after your signature in a letter.

HOW WELL DO YOU REMEMBER?

Review 1: Complete these sentences about a friendly letter.

1. The heading is written in the _____ corner.
2. The date is part of the _____.
3. A _____ is used between the month and the year.
4. A _____is used between the city and the state.
5. Words such as "Dear Ned" are in the _____.
6. The _____ tells where Henry lives.
7. The greeting is followed by a _____.
8. Important words in the greeting are _____.
9. The most important part of the letter is the _____.
10. The _____ tells what the writer wants to say.
11. The _____ phrase follows the body of the letter.
12. Only the first _____ of the closing phrase is capitalized.
13. A _____ is a name.
14. The ZIP number is part of the _____.
15. A name always begins with a _____ letter.

Perfect score: 15 Students score: _____

Addressing an Envelope

Here is an envelope with an address on it. Notice the capital letters, commas, and the name placement. The name of the person sending the letter is placed in the upper left-hand corner. The name of the person receiving the letter is placed in the center of the envelope.

J. B. Hilton
18 Bay Street
Euid, Oklahoma 73701

Mr. Andy O'Neal
706 Steel Road
San Jose, California 95113

Remember these rules when writing an address:

RULES: Capitalize all names, initials, and titles.
Use commas in dates.
Use commas in city and state groups.
Use correct ZIP CODE numbers for each address.
Use periods after abbreviations.

Review 2: Address envelopes to the people listed below. Use your own return address on each envelope.

1. mr. henry r howell - 23 dale circle - chicago illinois 60302
2. miss annette pellman - 423 beale avenue - new york new york 10018
3. dr. w t adams - 1728 w main drive - houston texas 77001
4. mrs martha hicks - 605 ocean street - lexington kentucky 40506

Lesson 39

HOME IMPROVEMENTS

The equipment for doing home improvements often comes with and instruction book, like the directions given here for painting. Use this lesson to sharpen your skill in reading instructions. Look for these things:

...What equipment do you need?
...How and why is it used?
...What are the steps you must take to do the job?
...In what order should you do these steps?

Painting with Roller and Brush

Painting is a home improvement which gives much satisfaction at fairly small cost in money.

In five minutes, you can learn how to apply paint with a roller. With a little practice, you can work fast enough to redo the major rooms in your home over a weekend.

A roller doesn't eliminate brushwork. Using a brush is the most satisfactory method of painting near woodwork and for painting around windows.

Equipment is sold in paint and hardware stores. Roller materials include wool, mohair, and other carpetlike materials.

You can use just about any kind of paint. Latex paints have this advantage, they don't show lap marks, so you can do all the brush work close to the woodwork and then switch to a roller for wall areas.

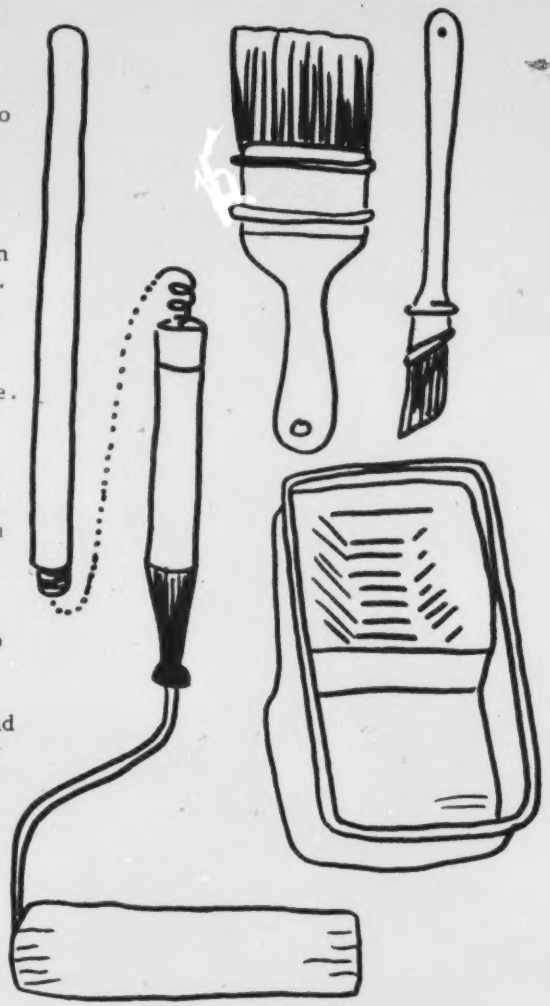
Roller painting equipment is single and inexpensive. You need a slant-bottomed pan for the paint, the roller, a regular paintbrush, a wipe-up rag, and a drop cloth. An extra sleeve for the roller comes in handy for quick color changes. Use a big drop cloth. One kind is made of crepe paper; it can be purchased at most paint stores. Don't paint without a drop cloth.

Purchase paint at a paint store or a good hardware or building supply store. Tell them what you are going to paint. Talk with him about the right kind of paint to use. The clerk in a good paint store knows a lot about paint. He will be glad to share his "know-how" with you.

Plan your work for best results. Before starting any part of the paint job, go over all of it in your mind.

..What paint and what equipment are you going to need?
..How are you going to get the different surfaces ready for painting?
..How are you going to mix the paint?
..Where are you going to use a brush, and when a roller?
..Where are you going to start to paint?
..What are you going to paint next?
..How are you going to clean up after painting?

Here are drawings of a roller and an extension slant-bottomed pan for paint, and different sized brushes.



Mix the paint according to the instructions on the can. Pour out some of the paint into another clean can or paint pail. This will give more room for stirring without the paint running over the top. Use a small thin wooden paddle for stirring. Stir carefully and slowly so that you do not mix air bubbles into the paint. Sometimes a very small amount of water can be added to latex paints to make them a little thinner and a little easier to use. When the paint in both cans has been mixed well, pour the paint together. Pour the paint back and forth from one can to the other a few times. This mixes all the paint together so that all parts of it are the same.

Start with the ceiling, of course. Cover furniture and floor with drop cloths. Two sturdy chairs and a plank can serve as a scaffold. Wash the ceilings and walls if necessary. Patch cracks with a good patching compound. Wherever possible, paint toward the light; the glare helps to show where you have been.

Reach the ceiling from the floor (and the upper part of the walls, too) by means of an extension that you can buy. The handle of the roller fits in the metal collar on the long extension handle. The roller handle is tightened in the metal collar with a screwdriver. Before using the roller and extension handle, paint around the edges of the ceiling with a paintbrush. Make the brush-painted band fairly wide. When using the extension handle, do not try to get the roller too close into the corner of the ceiling and the wall. To make an extension handle yourself, take an old broom handle or bamboo pole and wire it to the roller handle. Just be sure that it is tight.

Fill roller by rolling it from the upper end of the paint tray towards the paint in the lower end of the slanted bottom tray. Pick up the paint on the roller. Then roll the roller back and forth on the upper part of the tray to smooth out the paint on the roller. Get about the same amount of paint all around the roller. Carry as much paint as you can on the roller without dripping paint on the floor.

Roller strokes should go every which way for best covering of the surface. Cover each part of the wall surface several times with the roller strokes roing in different directions. Don't follow a uniform pattern. Avoid moving the roller too fast, or it may spray drops of paint on the floor.

Walls are the easiest part of your job. Most of the time, you stand on the floor, and you don't have to reach overhead with the brush or roller. Move furniture into the center of the room and cover it. Remove switch and outlet plates, even if you plan to paint them. (If they are painted on the wall, the plates stick and pull off border paint the next time they're removed.)

Making a scaffold

First step in painting walls: Paint to the edges of the woodwork with a brush. With latex paints which don't show lap marks, you can do this work for the entire room. Then use a roller.

Roll close to the woodwork over the brushwork. The roller leaves a different texture from the brush, and you want to make the area near the woodwork match the rest of the walls. After filling the roller, paint several strokes on the wall away from the woodwork. This will halp prevent spattering and smearing the woodwork.

A narrow roller makes it possible for ouu to roll paint most of the woodwork. The narrow roller works like the big one.

The regular roller works for panels and for flat surfaces like those on doors. Use a brush to paint over (or around) hardware, unless you've removed it before starting painting.

On baseboards the paint roller is speedy. This reduces the time you must spend in an uncomfortable position. The top molding should be painted with a brush, as preparation for painting the wall. Use a brush on the base shoe. Then use a roller to fill in between.

A roller about 4 inches wide is fine for this job and for others involving a narrow trim. The brush can be kept out of the way, but convenient for use, if you let it rest in the deep end of the tray. Sometimes you may want to lay the brush down on a piece of plastic.

Clean the roller, pan, and brush immediately after you've finished with them. Warm water does a fast job on rubber-base (latex)paints. A little kitchen cleansing powder or liquid with warm water helps the cleaning. Then rinse in clear water. But for oil-base paints, use turpentine or a commercial paint cleaner for cleaning roller pan and brush. Roll and squeeze the roller against a hard surface with plenty of water or other cleaner on it until it becomes clean. Flip out excess water or cleaner. Wrap the roller sleeve and brush in aluminum foil to give them protection from dirt and grit.

More instructions can be obtained from your paint dealer for painting bathroom and kitchen, for painting the outside of your house, to refinish furniture, and for doing other special work.

Get the Facts

A. Write T if the sentence is true and F if the sentence is false.

_____ 1. Roller painting eliminates all brushwork.

_____ 2. When painting a room, it is best to start with the walls.

_____ 3. The use of a drop cloth helps protect the floor and the furniture.

_____ 4. Roller strokes should go every which way for best covering of the surface.

_____ 5. It is best to remove switch and outlet plates before you paint the wall.

_____ 6. Warm water will clean oil-base paint off your brush.

_____ 7. Painting with a roller is usually faster than painting with a brush.

_____ 8. You should use only latex paint with a roller.

_____ 9. It is best to paint towards the light.

_____ 10. You can buy roller paint equipment in a grocery store.

B. List the main equipment you will need if you are going to do roller painting.

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

Understand the Main Ideas

C. Number the items below to show in what order the instructions suggest they should be done.

_____ Clean the roller and brush.

_____ Paint the ceiling with a roller.

_____ Purchase the paint.

_____ Fill the roller.

_____ Mix the paint.

_____ Roller paint the walls.

_____ Plan your painting job.

_____ Remove switch and wall plates.

_____ Cover floor with a drop cloth.

_____ Paint to the edges of the woodwork with a brush.

Lesson 39 Checkup

Develop Your Word Power

D. Study these words until you are sure you can read, spell, and use each one:

1. brush
2. ceiling
3. equipment
4. furniture
5. improvement
6. material
7. pail
8. paint
9. surface
10. wall

E. Here are some words you may want to add to your vocabulary. Read the words in the first column. Find the definition of the word in the second column. Write the correct letter in the blank.

_____ 1. latex	a.	to attempt
_____ 2. eliminate	b.	to put on
_____ 3. synthetic	c.	rubber
_____ 4. extension	d.	to get rid of
_____ 5. tackle	e.	and addition
_____ 6. apply	f.	handy
_____ 7. convenient	g.	extra
_____ 8. excess	h.	artificial

Homework

A. There are some common words used in an uncommon way in this lesson. Use each word in a sentence to show what it means in a painter's vocabulary:

collar, lap, shoe, sleeve

_____

_____

_____

_____

B. Look for a booklet giving simple instructions on some kind of home improvement. If you find one, wirte the name of the booklet here. If you cannot find one, write the name of the type of home improvement you would like to find out about.

_____

_____

LESSON 40

Recipes and Cookbooks

A good cookbook can help you stretch your food dollar and add variety to your meals. Even if you have never cooked nefore, you can soon learn how by reading the easy-to-follow directions. And, if you are an experienced cook but tired of cooking the same things, you can find exciting new recipes in today's modern cook book.

Many cookbooks give suggestions for economical meal planning. They give valuable helps in the selection and storing of meats, vegetables, and fruits. They contain many tasty recipes for leftovers and directions for freezing foods. Ways to prepare and cook foods in order to retain all of the food value are given. With the help of such a cookbook, you can plan nourishing and enjoyable meals at a minimum cost.

How to Select a Good Basic Cookbook

There are many cookbooks on the market these days. You will need to use some care in selecting the one which is right for you. Start with a good general cookbook if you don't already have one. Here are some points to consider in making your selection.

1. Who prepared the cookbook and for what purpose? You can usually find this out by looking on the cover or in the introductory pages. The author of a good cookbook usually has special training in home economics. Sometimes several trained people work together to prepare a book. A cookbook may be put out by some well-known food company or manufacturer of cooking equipment.

2. When was the book published? One published recently will have more up-to-date information on freezing and storing foods, on short cuts to cooking, and on some of the newer processed foods. Also note the publication date of the first edition. A book that has been used successfully over the years with revisions every so often is a good choice.

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economical - (ē ku nom′i k'l) thrifty; managing to save or to avoid waste.

nourishing - (nur′ish ing) giving food that contributes to health or growth.

minimum - (min′u mum) the least number or quantity possible.

3. Have the recipes been tested? Look for this information on the cover of the book or in the preface. Recipes tested in a research kitchen can be counted on to be reliable.

4. Are the recipes arranged conveniently? Are there easy-to-find sections on the main types of foods such as meat, vegetables, breads, salads, and desserts?

5. Is there an index? An index will save you a lot of time and will also suggest certain foods to you.

6. Is the book durable? A paperback book may be cheaper, but a hardback book with heavier paper will probably last longer. You will turn the pages often. So choose a book with easy-to-turn pages which are not likely to tear or come out.

7. Will the book stay open at the page you want? If so, it will save you time and annoyance.

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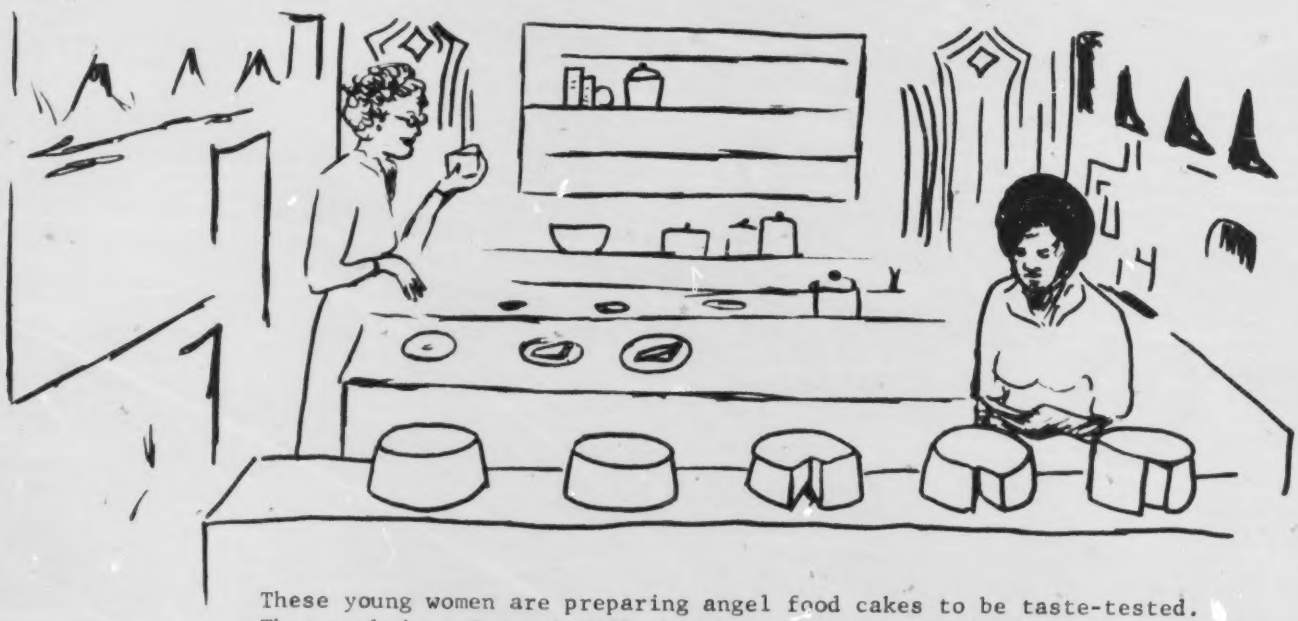
durable - (door'ub'l) lasting in spite of hard wear.



These young women are preparing angel food cakes to be taste-tested. They work in a General Mills kitchen that tests recipes before they are put into cookbooks or are made into cake mixes. This kitchen has modern equipment, both gas and electric. General Mills has seven test kitchens, each representing a different region of the world. This is the Scandinavian kitchen. The other six kitchens have the same floor plans as the Scandinavian kitchen, but a different look. The other kitchens look like these areas: New England, New Orleans, Latin America, Mediterranean, Japan, and California.

8. Does the book have measuring charts and other helps for cooking? These are of special importance for beginners and are also helpful to the experienced cook for quick reference and new ideas.

9. Is the type easy to read? Clear, large type will make it easier for you to read the recipe while preparing it.

10. Are the recipes easy to understand? Read over a few recipes before selecting the book. Do they give step-by-step directions in language you can understand?

Special Cookbooks

If you already have a basic cookbook, you may want to choose one for some special purpose. Some cookbooks specialize in one type of food, such as salads or desserts. Others specialize in a certain way to cook foods, such as baking or broiling. Men interested in outdoor cooking can find a book with recipes especially selected for the grill or for camp cooking. There are cookbooks for special diets and cookbooks to help you prepare your meals quickly. There are good books with recipes from certain sections of our country or from other countries. There are cookbooks especially prepared for children so they can learn to cook easily. You may want to select one or two of these special cookbooks. You won't use them so often, so paperbacks will do.

Recipes in Magazines and Newspapers

You can find many recipes in magazines and newspapers and on the labels of canned and packaged foods. These are good to supplement your basic cookbook. You may want to clip some of them and paste them in a scrapbook to make a cookbook of your own. Or you may want to paste them on cards and put them in a file box for easy reference. Special holiday foods are often featured in the magazines. You may want to clip a few of these. But keep in mind that these recipes are probably not the most economical and may not have been tested. You may want to try some of them on occasion, but for the most part it is wise to stick to your general cookbook for everyday meal planning.

Some General Rules for Cooking

Whatever cookbook you use, follow these general rules:

1. Study the recipe carefully to make sure you understand it. Refer to the measuring chart, dictionary of cooking terms, or other cooking helps if there is some part you don't understand.

2. Read through the whole recipe to make sure you have all the ingredients you need.

---

ingredient - (in gre´di unt) any of the things that a mixture is made of.

3. Check the recipe to see about how long it will take to prepare and cook it.

4. If you have all the ingredients and enough time, then go ahead. Otherwise it may be better to postpone making this particular recipe and substitute something else.

5. Collect all the ingredients you will need and put them in one place so they will be handy as you need them. Also, collect all the tools you will need and have them handy.

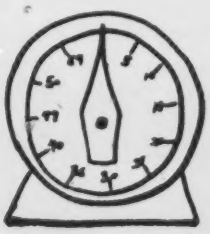
6. Measure accurately. Standard measuring cups and spoons will help you do this. All recipes call for level measurements. Scrape top of filled spoon or cup with the back of a knife.

7. Use the exact ingredients and measurements called for unless you are an experienced cook and know just what you can add or substitute.

8. Follow the directions in the order given.

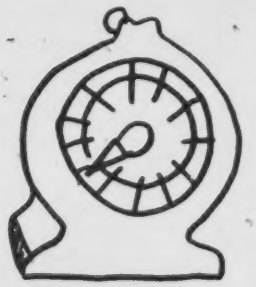
Along with your cookbook, invest in some standard measuring cups, an oven thermometer, a meat thermometer, and a minute timer. These don't cost much and will save you time and money. Good tools and a good cookbook plus careful reading can make cooking fun for the whole family.

GOOD TOOLS FOR GOOD COOKING



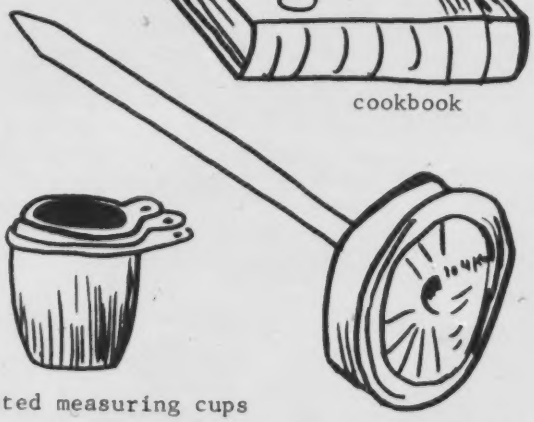
minute timer

cookbook



oven thermometer

nested measuring cups



meat thermometer

Oatmeal Meat Loaf

1 pound ground beef	1 teaspoon salt
2 slices of bacon	2/3 cup of evaporated milk
1/3 cup of oatmeal	1 tablespoon Worchestershire sauce
1/4 of an onion finely chopped	dash of pepper

Mix ground beef and oatmeal in a bowl. Add onion, salt and pepper. Stir together thoroughly. Add milk and Worcestershire sauce. Work well with hands until ingredients are thoroughly mixed.

Shape loaf about 4" by 6". (Loaf should be smaller than pan.) Place in shallow baking pan. Cut each slice of bacon in half. Place the bacon pieces on top of the loaf. Bake in a moderate oven (350°) for one hour. Makes four servings.

Cheeseburger Logs*

1 pound ground beef	dash of pepper
1/2 cup crisp rice cereal	1 egg
1/2 cup dry bread crumbs	1/4 pound sharp cheese
1/4 cup catsup	8 frankfurter buns
1/2 teaspoon salt	

Combine and mix all the ingredients except the cheese and buns.
Form into eight logs to fit the buns.
Make a groove in the meat the full length of the log.
Cut cheese into narrow strips, press into groove and shape the log again to hide the cheese.
Broil seven to eight minutes on each side or until done.
Split frankfurter buns and place a log in each bun for serving.
Buns may be heated of desired.
Serves four to eight.

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Tips on Measuring

Flour

1. Sift once before measuring.
2. Spoon lightly into cup.
3. Level off with the back of a knife or edge of a scraper.

(Warning: Never pack flour into cup. Never shake or tap cup.)

Sugar (White-granulated and confectioners')

1. Sift if lumpy.
2. Spoon lightly into cup.
3. Level off.

(Warning: Never pack white sugar into cup. Never shake or tap cup.)

Brown Sugar

1. Break up lumps.
2. Fill cup and press down with your fingers.
3. Pack until sugar holds shape when you turn it out.

(Tip: Store brown sugar in the bread box or keep half an apple or slice of fresh bread in the brown sugar container to keep it moist.)

Baking Powder

1. Stir
2. Fill measuring spoon.
3. Level off.

Shortening (Butter, margarine, lard, or vegetable shortening)

1. Take small amounts with rubber scraper or spoon.
2. Pack into cup or spoon.
3. Level off.

Easy way of measuring for butter or margarine which comes in sticks of four to one pound:

1 stick = 1/4 pound or 8 tablespoons or 1/2 cup
1/2 stick = 4 tablespoons or 1/4 cup

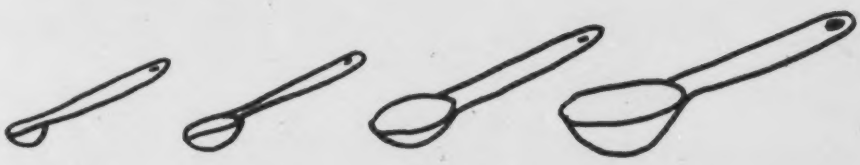
Liquids (Milk, water, juice, oil, vinegar, and others)

1. Use a glass measuring cup.
2. Set measuring cup on table.
3. Pour in liquid to proper mark.
4. Read at eye level.

(Tip: All liquids should be at room temperature, not cold or hot. Let melted shortening cool before adding it to other ingredients.)

Measuring Spoons

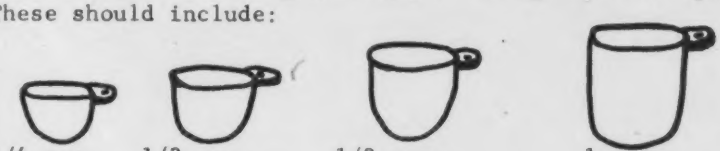
A set of standard measuring spoons should include:



1/4 teaspoon 1/2 teaspoon 1 teaspoon 1 tablespoon

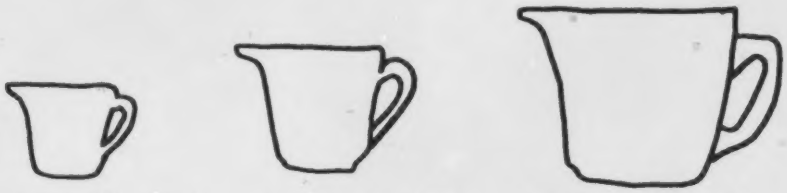
Measuring Cups

1. For dry measures, a nest of graduated measuring cups is especially good. These should include:



1/4 cup 1/3 cup 1/2 cup 1 cup

2. For liquids, a glass measuring cup marked off in quarters and thirds is convenient and easy to read. This can be in one of the following sizes:



1 cup (1/2 pint) (8 ounces) 2 cups (1 pint) (16 ounces) 4 cups (1 quart) (32 ounces)

Equivalent Measures

Sometimes a recipe calls for tablespoons instead of cups. Or it may call for ounces of liquid or shortening instead of cups. This table of equivalent measures may help you.

3 teaspoons (tsp.)	= 1 tablespoon (tbsp.)
4 tablespoons	= 1/4 cup
5 1/2 tablespoons	= 1/3 cup
16 tablespoons	= 1 cup

For liquids: 1 cup = 8 ounces
2 cups = 1 pint or 16 ounces
4 cups = 1 quart or 32 ounces

For weight: 16 ounces = 1 pound

Get the Facts

A. Answer the next five sentences by writing yes if the sentence is true and no if the sentence is false. The first one is done for you.

1. 1/4 cup is more than 1/3 cup. no
2. 2 tablespoons = 6 teaspoons. _____
3. 2 cupfuls = 1 pint. _____
4. 6 tablespoons = 1/4 cup. _____
5. 8 tablespoons = 1 pound. _____

B. Read the beginning of the sentence below. Then read the five phrases after it. If the phrase makes the sentence true, write yes in the blank. If the phrase makes the sentence false, write no.

When measuring, you should

1. press the flour tightly in the cup. _____
2. sift the flour before measuring. _____
3. pack brown sugar in the cup. _____
4. pack shortening in the cup. _____
5. level off a cup of sugar by shaking it. _____

C. Answer these questions about the recipes in your lesson.

1. What ingredients do you use for making Lemon Refrigerator Pie?

_____ _____ _____

_____ _____

2. How much ground beef is used in the Oatmeal Meat Loaf? _____
3. How much rice ceral is used in the Cheeseburger Logs? _____

Understand the Main Ideas

D. List three important points to remember when selecting a general cookbook.

1. _____
2. _____
3. _____

E. List three important points to remember when following a recipe.

1. _____ 2. _____
3. _____

Develop Your Word Power

F. Learn to spell these words:

1. dessert	6. fruit	11. often
2. dollar	7. general	12. salad
3. easy	8. knife	13. salt
4. enjoy	9. magazine	14. sugar
5. family	10. meals	15. vegetable

G. Read the words in the first column. Find the word or phrase in the second column that most nearly says the same thing. Write the letter in the blank.

_____ 1.	minimum	a. choice
_____ 2.	supplement	b. exact
_____ 3.	clip	c. different kinds
_____ 4.	accurate	d. least amount possible
_____ 5.	economical	e. to add to
_____ 6.	refer	f. to cut
_____ 7.	ingredient	g. thrifty
_____ 8.	stretch	h. part of a mixture
_____ 9.	variety	i. to draw out
_____ 10.	selection	j. to turn to for information

HOMEWORK

A. List ten words that are frequently used cooking terms.

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

7. _____ 8. _____ 9. _____

10. _____

B. Put a mark on each cup to show about how much the measure written under it would be.

1.
1/2 cup

2.
1/4 cup

3.
1/3 cup

4.
3/4 cup

C. On another sheet of paper, write a recipe that you like, or cut a recipe from a magazine or newspaper and attach it to this page.

LESSON 41

INSTRUCTIONS ON HOME APPLIANCES AND AUTOMOBILES

An electrical appliance or automobile is expected to last a long time.

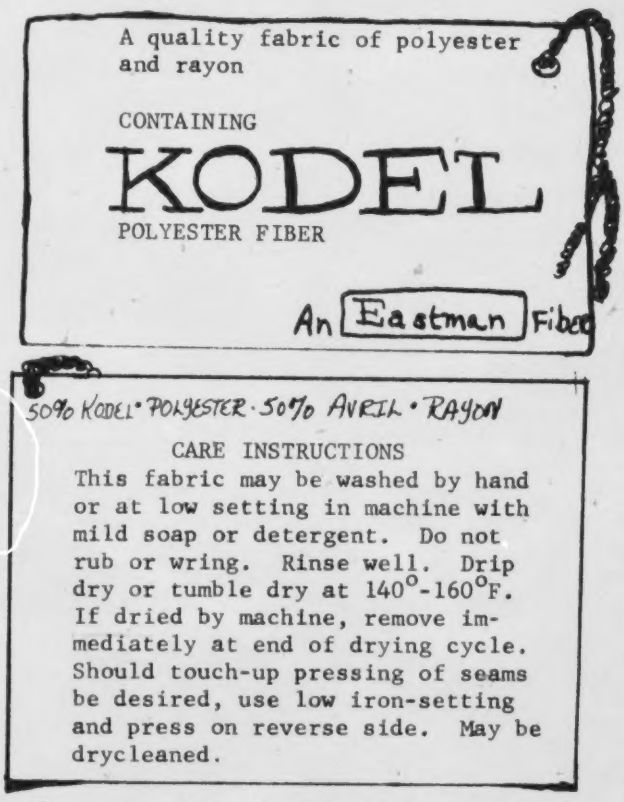
The length of life of an appliance or a piece of furniture is not determined just by how much it is used. The length of life of an automobile is not determined just by how many miles it is driven.

The length of life of an electrical appliance is determined by the care that it receives. The length of useful life of an automobile is determined by careful driving and careful maintenance.

Keep Instructions

Read the instructions that come with everything that you buy. After reading and understanding the instructions put them in a special place so that you can read them again later. A big envelope in a certain drawer is a good place to keep instruction books and folders. The glove compartment of your automobile is a good place to keep the car instruction book.

Even little instruction cards should be kept for reading again. The little card fastened to the bottom of a new shirt or a new dress gives instructions for washing and ironing. After reading the card, write on it something to help you remember what that special instruction card is for. For instance, "Mary's blue dress" written on a card will help you to pick out the right instruction card to check on how hot the iron should be for ironing the dress without hurting the material.


A quality fabric of polyester and rayon
CONTAINING
KODEL
POLYESTER FIBER
An Eastman Fiber
50% KODEL • POLYESTER • 50% AVRIL • RAYON
CARE INSTRUCTIONS
This fabric may be washed by hand or at low setting in machine with mild soap or detergent. Do not rub or wring. Rinse well. Drip dry or tumble dry at 140°-160°F. If dried by machine, remove immediately at end of drying cycle. Should touch-up pressing of seams be desired, use low iron-setting and press on reverse side. May be drycleaned.

The top card is the front of a garment tag. The lower card is the back. Read it and see how clear the care directions are.

Electrical Appliances

Electrical appliances will last a long time if they are kept clean and dry.

Electric toasters, flat irons, frying pans, and most types of electric heating appliances should be cleaned very carefully. Never let water (even clean water) touch the heating elements, the electrical connections, or the switches of these appliances. Water "shorts out" the electrical wiring so that it can burn up when it is plugged into an electrical outlet.

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maintenance (mān tu nuns) upkeep.

An electric toaster can be kept clean inside fy gently shaking out the crumbs. The outside can be kept clean by wiping with a dry (or very slightly damp) cloth, but without getting water on the heating wires or the connecting cord.

An electric iron is sealed so that dust and dirt cannot get inside where the heating element is. Just gently wipe off the outside of an iron. And keep the bottom clean for easier ironing.

Electric Cords

Most failures of electrical appliances are troubles with the connecting cords and plugs. These troubles will not happen if a little care is used when handling the cords and plugs.

Never put your hand on an electric cord to pull it out of a wall outlet or out of an appliance. Pulling on the cord weakens the connection of the electric wires to the plug. This causes heating at the plug and then burning off of the electric wires at the plug. Always put your hand on the plug. Get a good grip on the plug. Then pull the plug out of the wall outlet or out of the appliance.

Always make sure that a plug fits solidly in its outlet. If the plug is not in tight, the electrical connection is bad, the plug heats up, the brass metal connections become burned, and trouble starts. But, if the plug is always put in tight with a good connection, no trouble will happen there.

Extension Cords

Electrical extension cords are very useful. But they should be used correctly.

Extension cords come in different sizes and with different kinds of wire. Be sure that the cord is long enough so that its ends are not pulled when using it. The size of wire in an extension cord is very important.

In some ways, an extension cord is like a garden hose. You wouldn't expect to get a big stream of water out of a garden hose to put out a big fire. For a big stream of water, you would use a big hose.

Do the same for an electrical extension cord. Some kinds of electric loads use a small amount of electricity. They can be connected with an extension cord having small wires. Some kinds of electrical appliances use a lot of electricity. They should be connected with extension cords or wiring having larger wires.

Electric ranges, electric dryers, and electric water heaters are big users of electricity. They are connected by an electrician who knows what size of wire to use.

Most electric flat irons, coffee makers, toasters, roasters, and electric frying pans use a fairly large amount of electricity. Each of these usually has an electric load of 1000 watts or more. (You can read the amount of electric load by looking on the nameplate, which is usually on the bottom of the appliance.) The cords that come with each of these appliances have fairly large wires. If you need to use an extension cord with any of these appliances, get one with wires about the same size as those in the cord that came with the appliance.

Floor lamps, tables lamps, radios, record players, TV sets, refrigerators, sewing machines: all of these have a small electrical load. An extension cord with fairly small wires can be used with these.

Never buy an extension cord by looking at the price tag. First choose the right wire size, then choose the right length, make sure that the plug and the connector are of good quality - then pay the price on the tag, and you can be sure that you have a good bargain.

In using an extension cord, never, never put it under a rug. To do this is one of the best ways to start a home fire. If an extension cord is under a rug, the covering of the cord may wear off, the wires short together, the flash of power may set the rug on fire, and soon the fire would be throughout the whole room. Never, never, never run an extension cord under a rug. Buy a longer cord and go around the rug. Or, better yet, move the lamp or radio to another place in the room near a wall outlet.

Purchase Registration Card

Most new appliances have a registration of guarantee card or some kind of purchase registration card. Sometimes the guarantee card will explain how long you can get free repairs on your new appliance. Read your use and care book to find out what kind of guarantee your appliance has. The use and care book may also list service centers in your area where the appliance can be taken for repairs. It is in your best interest to fill out and mail the purchase registration card.

Automobile Instruction Book

The instruction book that comes with a new automobile is full of good information. If you buy a used car, you can go to a dealer that sells that make of car and usually can get an instruction book from him.

Many automobile instruction books have 40 or more pages. The books are very carefully written. Studying an instruction book helps a car owner and driver to get more pleasure and service from his car. Instruction books give the best information on air pressure for tires, care of battery, care of radiator, when to change oil, what kind of oil to use and where, and grade of gasoline to use for best operation. The book explains all adjustments for the driver to make and how to operate all features of the car.

Understanding the instructions gives more safety, comfort, and pleasure to the driver and to his passengers. And understanding the instructions helps to keep the car in good condition for a minimum of repairs and low-cost operation.

(This is one kind of card that comes with an appliance. You may practice filling it out).

REGISTRATION
of GUARANTEE
TOASTMASTER
AUTOMATIC APPLIANCES

To validate your purchase
fill in velow and mail at once.

Date of Purchase _____
Type of Appliance _____
Model Number _____

Name: Address
City and State: Zip County

APPLIANCE WAS RECEIVED
- ☐ As a gift from a family member
- ☐ As a gift from a friend
- ☐ Purchased for own use
- ☐ Purchased as a replacement

Brand Replaced _____

FROM WHAT TYPE OF STORE WAS PURCHASE MADE?
- ☐ Appliance
- ☐ Department
- ☐ Hardware
- ☐ Drug
- ☐ Discount
- ☐ Jewelry
- ☐ Other

Purchased from _____
(Dealer's Name
Address _____
City & State

WHAT INFLUENCED YOUR PURCHASE OF THIS TOASTMASTER APPLIANCE?
- ☐ Magazine Ads
- ☐ Newspaper Ads
- ☐ TV Ads
- ☐ Friends Recommendation
- ☐ Retail Clerk
- ☐ Store Demonstration

Do you have any other Toastmaster Appliance? ☐ Yes ☐ No

Thank you

Get the Facts

A. Underline two of the words below each sentence, or two of the groups of words that could complete each sentence.

1. Electrical appliances will last a long time if they are kept
   a) clean, b) hot, c) dry, d) wet.

2. Most failures of electrical appliances are troubles with the connecting
   a) dryer, b) cords, c) outlet, d) plugs

3. Big users of electricity are electric
   a) lamps, b) sewing machines, c) heaters, d) ranges

4. An automobile instruction book can help the owner get more
   a) service, b) pleasure, c) trouble, d) repair work

5. For the guarantee to be good on an appliance, the card must be
   a) filled out, b) purchased, c) read, d) mailed

Understand the Main Ideas

B. List three important things that help your electrical appliances to last a long time.

1. _____

2. _____

3. _____

C. What are three ways that in instruction book can help a car owner?

1. _____

2. _____

3. _____

Develop Your Word Power

D. Study these words until you are sure you can read, spell, and use them.

1. amount	3. electricity	5. guarantee	7. life	9. machine
2. comfort	4. engineer	6. iron	8. load	10. wrong

E. Make a new word by adding a suffix or prefix to each word in the list below. The first one is done for you.

1. electric electrical
2. connect _____
3. careful _____
4. understand _____
5. use _____
6. cover _____
7. proper _____
8. correct _____

HOMEWORK Lesson 41

A. Fill out with your name and address the ownership purchase certificate card below. Use today's date for it. Read the card carefully, and then write in your own words why the company wants to know your name and address.

_____

_____

Ownership Purchase Certificate

OWNERSHIP REGISTRATION CERTIFICATE

Please register your name and your address immediately. This will enable us to contact you in the remote event any safety notifications are issued for this product.

NAME_____
ADDRESS_____
CITY _____
STATE_____ ZIP_____

DATE PURCHASED [ ][ ][ ]
MO. DAY YR.

OWNER REGISTRATION
GENERAL ELECTRIC COMPANY
HOUSEWARES DIVISION

B. Look for an instruction booklet or card which has come with something you have purchased and bring it to class.

Preparation for Review

C. Follow the instructions below to get yourself ready for review.

1. Find three different kinds of maps to bring to class. Be ready to tell something about each map

2. Write out a recipe on another piece of paper or clip one from a magazine or newspaper and bring it to class. Be ready to ask two questions about the recipe.

3. If you have found an instruction book or article on how to do something to improve your home, bring it to class. Be ready to tell whether or not you have tried out these instructions.

4. Bring the instruction booklet or card for something you have purchased as suggested in the "B" part of this assignment. Be ready to tell something you have learned from reading the instructions for use of a car or appliance.

LESSON 42

REVIEW

Read and Discuss

A. Show one of the maps which you have brought to class, and tell about it. If it is a different kind from the ones you have had in your lessons, explain the purpose of the map.

B. Read aloud one of the recipes you have brought to class, and ask one or two questions about it.

C. Show one of the instruction booklets or cards you have brought, such as one on home improvements, or how to use an appliance or car.

Check the Facts

D. Write T if the sentence is true and F if it is false.

_____ 1. The direction marker on a map tells how far it is from one city to another.

_____ 2. Highway signs and markers tell the different kinds of highways.

_____ 3. There are fifty states in the Unites States.

_____ 4. A map of a city shows the location of the streets.

_____ 5. A road map helps you go from one city to another.

_____ 6. Roller painting is a good way to paint furniture.

_____ 7. Recipes in cookbooks call for level measurements.

_____ 8. An electric iron uses more electricity than a radio.

_____ 9. The instruction book which comes with an electric appliance tells how to use it.

_____ 10. You can usually find a weather map in your daily newspaper.

E. Fill in the blank with the best word to complete the sentence. Choose the words from this list.

capital	instructions	population
capitol	map	recipe

1. The directions for preparing a certain food is called _____.

2. A picture or drawing which shows the location of places is called a _____.

LESSON 46

GENERAL REFERENCE BOOKS

Some things you should know so well that you have the information in your mind. Spelling of ordinary words, names of certain people, locations of certain places, simple arithmetic-these are examples of some of the information you use frequently. It is important to have such information in your mind to use the moment you want it.

Much information you use only once in awhile. Sometimes you want to know something that you have never thought of before in your whole life.
For such information, you may ask someone who knows, or you may turn to a reference book.

A cookbook is a reference to provide needed information on a special subject. Also, a machinist's handbook is a reference book to provide needed information on a special subject. There are many, many special subject books to provide information.

General reference books have information on a very wide range of subjects. A dictionary is an example of a general reference book. An atlas, an almanac, and an encyclopedia are other examples of general reference books.

Dictionary

You have been using a dictionary as a general reference book for some time. You have found that it is a good reference book for some time. You have found that it is a good reference book to check spelling, to learn how to pronounce an unfamiliar word, to learn what a new word means, and to find other information about words. You will want to go on using this reference because you cannot keep all the information you need to know about words in your mind.

Atlas

An atlas is a general reference book that is made up mostly of maps. An atlas also has short descriptions, charts, graphs, and tables of figures, providing additional information about the subjects of the maps. Such additional information often includes population, temperature, rainfall, winds, distances, heights of land, depth of oceans, lengths of rivers, kinds of plant growth on the land, kind of ore in the ground, highways, railroads, airline routes, and shipping line routes.

A very important feature of every atlas is a large and detailed index. This index helps to locate the thousands of places shown on the many maps.

Almanac

An almanac, in years past, was valued mostly for information associated with calendar dates. An almanac, today, is valued for its very new information on facts of the past year and recent years on a wide range of subjects.

Almanacs are printed with new editions each year to keep them up-to-date. Usually almanacs are printed and bound with paper covers so that they are inexpensive. Probably no book contains so much general information at such a low price as does a good almanac.

Suppose you have a question, but don't know which reference book will give you the answer. The reference librarian will be glad to help you. He'll tell you which book to look in and help you find the information you need.

Several well-known almanacs are the following:

The World Almanac, Newspaper Enterprise Association

Information Please, Simon and Schuster

Reader's Digest Almanac, Reader's Digest

Encyclopedia

An encyclopedia also gives much information on many subjects. It covers so many subjects and gives so much information about each subject that usually it is printed in several volumes. You will learn more about the encyclopedia and how to use it in the next lesson.

Reader's Guide to Periodical Literature

This reference book provides help to locate a particular magazine article or story. It is an index to articles in more than 100 magazines. Articles are indexed by subject and author with a few words of description on each article.

Location of General Reference Books

Many families have general reference books in their home. In a library, you will find most general reference books in the reference room or on special reference shelves. Dictionaries will be in many rooms in a large library. The Reader s Guide to Periodical Literature will be found in the periodical room. General reference books are used by so many persons, so often, that libraries do not allow them to be checked out.

How to Use General Reference Books

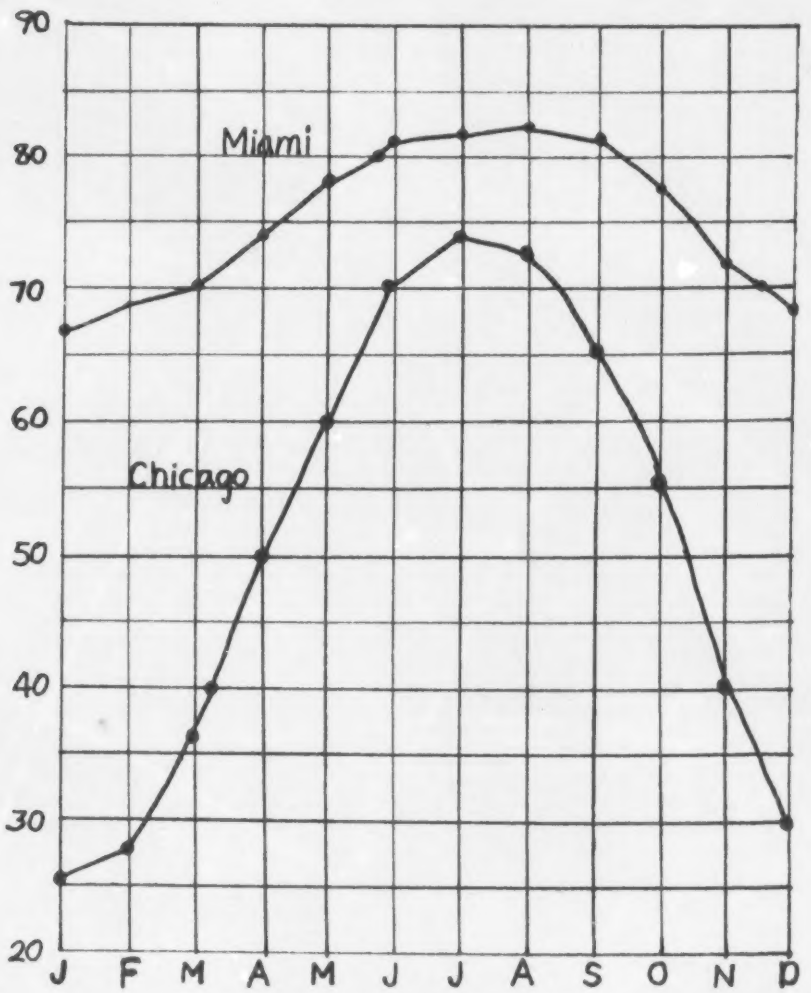
The dictionary is its own index. But almost every other general reference book has a very good index. To find certain desired information, look first in the index to find the location of this information.

For instance, let's say you want to find the population of Chicago, Illinois. Try the Reader s Digest Almanac. Look in the index. You can look in the index for "Chicago" and be referred to page 249 (Reader's Digest Almanac, 1966) for a short article on Chicago, giving its population. Or you can look in the index for "Cities-United States-Population" and be referred to pages 201-206 in this almanac to a table on "Population of U.S. Cities."

Note that most general reference books are written with rather short articles on each subject. Often references are made to sources of additional information by giving the names and authors of other books on the subject.

Information is often given in tables of figures arranged in columns. This gives very much information in a very small space. For instance, the first page of the table on "Population of U. S. Cities," lists 126 cities and gives their population in 1960 and 1950 with the percentage of change.

Information is also given in the form of charts and graphs. These use lines and figures, usually for the purpose of showing the change from one time or situation to another time or situation. A sample graph is shown here.



AVERAGE MONTHLY TEMPERATURE OF 2 CITIES

It's not hard to read a graph if you know how. The graph above is easy to read if you understand what the numbers and letters mean. The numbers in the left hand column are degrees of temperature, starting at 20° Fahrenheit. The capital letters along the bottom of the graph stand for the months of the year, beginning with "J" for January, and so on.

CHECKUP LESSON 46

Get the Facts

A. Fill in the blanks.

1. _____books are books that give information on a wide range of subjects.
2. If you want to know the meaning of a word, you can look in a _____.
3. If you want to find maps of many countries, you can look in an _____.
4. If you want to locate a magazine article about safety, you can look in the _____.
5. If you want to find out how many people were killed in traffic accidents last year, you can look in an _____.
6. A reference book usually has an _____to help you find the information you need.
7. Much information can be given in a very small space by using a _____ or a _____.
8. An encyclopedia is a _____ reference book.
9. A machinist's handbook is a _____reference book.
10. You can find reference books at the public _____.

' derstand the Main Ideas

B. Underline the kind of facts that you should keep in your mind. Put R by the kind of facts that you may want to look up in a reference book.

_____1. How many quarters are in a dollar.

_____2. The population of China

_____3. The name of the President of the United States.

_____4. How to spell saw and was.

_____5. The location of Swaziland.

_____6. How many people died of heart disease last year.

_____7. Your birthplace.

CHECKUP Lesson 46

Develop Your Word Power

C. Read each word and then write its root word.

1. location _____
2. information _____
3. description _____
4. addition _____
5. situation _____
6. population _____
7. selection _____
8. instruction _____

D. Fill in each blank with one of the words from the list in part C above. You may use a different form of the word if needed.

1. You have learned the clues to help in the _____ of a book.
2. Do you know which city has the largest _____?
3. Where can you find _____ information about the weather in Chicago.
4. Can you write a _____ of your city?
5. Do you know how to follow _____?
6. Can you _____ New York on the map?

HOMEWORK

A. Write five facts below that you would actually like to know. After each fact, wirte the topic or topics you would look for in the index of the reference book.

Fact	Topic
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

LESSON 47

HOW TO USE AN ENCYCLOPEDIA

Have you ever heard someone say, "That fellow is a walking encyclopedia! It seems you can t mention a thing he doesn't know something about." Everyone has respect for an encyclopedia. Have you seen an encyclopedia in libraries, a whole row of books that look just alike? But if you looked closely, you found the books numbered: Volume 1, Volume 2, Volume 3...on up to perhaps Volume 30.

Encyclopedias were begun a long time ago. The Encyclopedia Americana was first published in 1829. Some things change year by year, like automobiles or space shots. New things happen year by year, like the discovery of new drugs. So an encyclopedia has to be brought up to date year by year. It is a continuous job to keep an encyclopedia up-to-date. Many men work at it. It costs the publishers millions of dollars to gather this information. A good encyclopedia is a treasure house of man's knowledge accumulated over the years.

No treasure house is of benefit to us until we know the secret of opening it up, of removing the treasure. It is the same way with an encyclopedia. Encyclopedias are arranged so we can find the information we need. Every encyclopedia has some kind of index. So the first thing we need to find out is "how is this encyclopedia indexed?" Some encyclopedia's have an index in each volume. Some have an index in a separate book.

The items that are discussed in an encyclopedia are called entries. There are main entries, which are used as the title of a paragraph or article. Other subjects listed in the index are mentioned or discussed in the main entries, but they do not have an entire discussion. The main entry may be printed in one kind of type and other items in a different type. All the entries are arranged in alphabetical order as in a telephone directory. An entry may be mentioned in several articles. These articles may be in different volumes. Here is an example of an entry and how it may be indexed.

Suppose we want to know more about Neil Armstrong, the first man to walk on the moon. We look for his last name in the index. In the index of one encyclopedia, we find this entry:

> Armstrong, Neil Alden. (Am. astronaut) 2-680. 21-346,368, 374: Illus. 2-680.21-368.

We now have Neil Armstrong's full name. We are sure we have the Neil Armstrong we are looking for because he is listed as an American astronaut. The numbers that are given first in bold type are the numbers of the volumes in which articles can be found that will halp answer our questions-in this case, Volume 2 and Volume 21. The numbers that follow are the numbers of the pages in those volumes where these articles appear.

The drawings, illustrations, and charts in encyclopedias help us understand different matters. There are two illustrations in this case-in Volume 2, page 680, and in Volume 21, page 368.

If we are interested in learning more about space, we can look for entries on other subjects that are related. We could look for "Space" or "Satellite."

Although some articles in an encyclopedia do not need to be changed from year to year, others do. Articles about space travel, for example,

accumulate - a kyoom'yoo lat) to collect, pile up

need constant updating. So it is important to look for the date the encyclopedia was published. Many libraries cannot affort to replace their encyclopedias very often. You can guess that the entry about Neil Armstrong came from a recent set. Even though this encyclopedia is dated 1970, we will have to look somewhere else for the latest information on space travel.

Some encyclopedia companies publish a smaller book every year, bringing the information up to date. After a few years, they publish another set of encyclopedias with the new information added to the old. It is easy to see why a good set of encyclopedias may cost several hundred dollars.

The best known encyclopedias for scholars are:

Encyclopaedia Britannica
Encyclopedia Americana

Fortunately, encyclopedia makers have not forgotten young people. There are several good sets of encyclopedias written in simple language so that a very new reader can use them. These encyclopedias have many pictures and illustrations. A young reader can start using such encyclopedias by looking for illustrations of subjects that interest him. By the time he can read as well as you are now reading, he can get much information from the articles and maps.

Young people's encyclopedias are usually smaller and less expensive than regular ones. They cost from about $150 to $200 a set. A schoolroom may have a set, and even the smallest libraries can afford them. Some families buy them for family use. They are intended for older children and young people, but they answer many of the questions of adults.

Look for these encyclopedias in your public library. Take them off the shelves, and have fun exploring what they have in them. You will be surprised at the treasure they contain.

Britannica Junior Encyclopedia, 15 volumes
Compton's Pictured Encyclopedia, 15 volumes
New Book of Knowledge, 20 volumes
The World Book Encyclopedia, 20 volumes

It takes just a little practice and experience to learn how to find just what you want every time. There are cross references to help you. Suppose you want to know something about the author of "Tom Sawyer". You can look for "Tom Sawyer" and perhaps find:

Tom Sawyer - novel (Twain, Mark)

You turn to Twain and find:

Mark Twain (See Clemens, Samuel Langhorne). When you look up "Clemens, Samuel Langhorne" (which means Samuel Langhorne Clemens), you find that Mark Twain was the name that Samuel Langhorne Clemens used to put on books instead of his own name. He chose it, you learn, because he was once a steamboat captain on the Mississippi and liked the words "mark twain" the boatmen used to tell how deep the river was. It was worth this chase through the index to learn more about the unusual man who wrote Tom Sawyer.

An encyclopedia has guide words at the top of the pages to help you find things, especially if you are just leafing through a volume of the encyclopedia without using the index. These are like the guide words in the dictionary. The word at the upper left corner refers to the first article on the page. The word at the upper right hand corner refers to the last article on the page. Here are a few samples of guide words:

Black Cat	Blackwell's Island
Side-Laced Books	Signal School

No matter what you want to know, you can find something about it in a good general encyclopedia: birds and animals, cities, languages, countries, noted people, religions, inventions, books, plays, wars, customs, and holidays.

There are special encyclopedias, too, on many subjects. One of the best known ones is 'Who's Who." In it, you can read about all the important people in the country. There are also encyclopedias of biographies or religions. Look for the special encyclopedias on the reference shelves in your library.

Name: _____

_____

Address: _____

_____

_____

_____

_____

Telephone: _____

_____

Name: _____

_____

Address: _____

_____

_____

_____

Telephone: _____

Date _____

Name _____
last first middle

Address _____

Phone _____ Birthdate ___/___/___
month day year

Social security number _____

Date _____

Name _____
last first middle

Address _____

Phone _____ Birthdate ____/____/____
month day year

Social security number _____

marital status _____

number of children _____

Spouses name _____

height _____ weight _____

any physical defects? _____

employer _____

Get the Facts

A. Fill in the blanks with the right word.

1. Encyclopedias come in _____ of fifteen to thirty volumes.

2. A volume is another name for a _____.

3. We can find the information we want by looking for topics in the _____.

4. We can find an encyclopedia in the _____ room at the library.

Get the Main Ideas

B. What are the three main ways that an encyclopedia helps us?

1. _____

2. _____

3. _____

C. Read this article from a newspaper, and then follow the directions in parts D and E.

NATO TO BATTLE WORLD'S ILLS

BRUSSELS, (AP) -- A NATO committee made plans yesterday to attack pollution, highway accidents, and men's fears about automation.

The plans were made by a new NATO committee called the Committee on the Challenges of Modern Society.

The committee decided to start seven pilot projects. It will meet again April 13-14.

A spokesman for the committee said, "We are acting not only for the countries of NATO, but for all the peoples of the world. They are affected by the problems we must solve. And they will benefit as much as our own peoples from the changes we make."

D. What are three things mentioned in the article that you could look up in the encyclopedia in order to get more information?

1. _____
2. _____
3. _____

E. Write down the topics you could look for in the index of an encyclopedia to get more information about the content of the article.

_____ _____

_____ _____

CHECKUP LESSON 47

Develop Your Word Power

F. Fill in the blanks with one of the words listed below. You may need to use a different form of the word.

accumulate	bold type	index
article	entry	publish

1. Look for the _____ at the back of the book.
2. He _____ books about radios.
3. The titles of the books are printed in _____.
4. I read an _____ on how to raise goldfish.
5. The encyclopedia has an _____ for each state and large city.
6. He has _____ a lot of interesting information.

HOMEWORK

An expert is a person who knows a lot about a subject. He can answer a lot of questions that other people want to know. When he writes, he has to make his explanations and instructions clear enough to be understood and followed.

Everyone is an expert in something. What are you an expert in? Maybe you can use the cranky can opener no one else can use. Or grow the best tomatoes in your block. Or know how to get chewing gum off the carpet. Or how to decorate birthday cakes.

Play expert. On another sheet of paper, write a paragraph about something you can give information about. Try to imagine what the other person will not know. Think of the simplest way to give him your information. Make the necessary steps clear. Draw a sketch if it will make the matter clearer.

Preparation for Review

The next lesson is a review that covers some important points about your whole book. The lesson will not only help you review the material in the book, but it will also give you practice in taking tests. You can read over the questions if you wish, but do not write the answers until class time. Also, read over the unit that you think helped you the most.

Unit 11

AMERICAN SCENE — EMPLOYMENT

Nearly every large city has a State Employment Bureau where a person can fill out an application for a job.

When you apply for a job be sure to take along some identification such as a driver's license, birth certificate and Social Security card.

1. personnel office - place to go to apply for a job
2. appointment - time set for interview or to apply
3. employer - person who hires another
4. employee - person who works for another
5. employment - working for pay
6. interview - talking to employer about work
7. birth certificate - paper made out at the time of birth, showing date, place, time, doctor in attendance
8. identification - something to prove who you are
9. eligible - qualified, suitable or fit
10. compensation - something given to make up for a loss
11. insurance - protection against loss or injury
12. Workmen's Compensation - a type of insurance given when a worker is injured or laid off
13. Blue Cross-Blue Shield - a hospitalization and medical plan
14. liability - that for which one is legally responsible
15. claim - a demand for something legally due a person
16. fringe benefits - extras which an employer given an employee
17. Social Security - a type of pension plan operated by the federal government
18. union card - identification card showing to which labor union a person belongs
19. aptitude - natural talent or ability
20. experience - practice in one's skill

SPECIAL WORDS

The following words appear on Form 1. Do you know what they mean? Look up any word that you don't know. Write a short definition for each special word or phrase. If you prefer, you may use the word or phrase in a sentence.

Application _____

_____

Confidential _____

_____

Approximate _____

_____

Signature _____

_____

Witness _____

_____

Allen _____

_____

Rural Route _____

_____

HINTS & HELPS

When you see "(First Name) (Middle Name) (Last Name)" on a form, don't just start filling in your name. Look to see exactly where your name should go. Should it go above the line? Below the line? To the right or left? Think before you write your address, too. Be sure you're not writing in the wrong space.

Notice that Form 1 contains 14 numbered items. The numbers are there to help you. Fill out the items in numerical order, and you won't leave any blanks by mistake.

_____

Last Name First Name Class Date

This is the front of Your Fact Sheet.

1. My name _____
   If you are a boy, use your own name. If you are a girl, use your own name or give yourself a married name.

2. The day I was born _____
   Use the month, day, and year when you were born.

3. Date _____
   Put down the month, day, and year when you will be 21 years old. Remember this date. Use it when you are filling out "today's date" on the forms in your book.

4. My address _____
   _____
   You can use your real home address or make up an address where you would like to live when you are an adult.

5. The county you live in _____
   Put down the name of your home county.

6. My telephone number _____
   You can use your real home phone number or make up a phone number. Don't forget area code.

7. My social security number _____
   Use a simple number such as 123-45-6789. It's easy to remember.

8. My father's name _____
   Use your father's name, or the name of your stepfather, foster father, or guardian.

9. My mother's name before she was married _____
   Put down your mother's maiden name.

10. Am I married or single? _____
    It's up to you! Will you be married or single when you are 21?

11. My wife's (husband's) name and occupation _____
    _____
    If you filled in "married," you will have to have a name and a type of work for the man or woman to whom you are wed.

12. How many children do I have? How old are they?
    Many forms ask these questions. Try to imagine yourself with a family.

    _____

    _____

This is the back of Your Fact Sheet

13. What is my draft status? _____
Girls do not have to fill in this line. Married men can fill in "3-A" and single fellows can fill in "1-A."

14. What schools have I attended?
Put down the names of a grade school, a high school, and a college (if you intend to go to college).

Grade School _____

High School _____

College _____

15. What year did I graduate:
You can figure out these dates by first putting down the year you started school. Add 8 years, and that is the year you graduated from grade school. Add 4 more years, and that is the year you graduated from high school. Add 4 more years if you are going to college, and you will have the date of your college graduation.

From grade school? _____

From high school? _____

From college? _____

16. What kind of work do I want to do for a living? _____

_____

17. What jobs have I had? When?
Think of two jobs and two sets of dates. For example, you might fill in:
(First job) Swimming Instructor, YMCA Camp, Summer of 1974, and
(Second job) Appliance Salesman, Brown's Department Store, 1976-1979.

First job _____

Second job _____

Unit 11

AMERICAN SCENE — EMPLOYMENT

WORDS USED ON MOST APPLICATION FORMS

1. weight - How much do you weigh?
2. height - How tall are you?
3. marital status - Are you married or single?
4. sex - Male (man) Female (woman)
5. maiden name - Last name of woman before marriage
6. spouse - Husband or wife
7. dependent children - Children you support
8. physical defects - Handicaps
9. educational history - Schools attended, what courses you took, location of schools, and years attended
10. correspondence schools - Courses that may have been taken at home by mail
11. former employers - Names of people you worked for in the past
12. personal references - Names and addresses of people who will state that you did satisfactory work for them
13. work preference - type of work you would like to do
14. qualifications - Particular skill or training you have that show you have experience for a particular job
15. disposition of arrest or criminal record - How was the case settled if you were ever arrested?

SPECIAL WORDS

The following words appear on Form 4. Do you know what they mean? Look up any word that you don't know. Write a short definition for each special word or phrase. If you prefer, you may use the word or phrase in a sentence. The first one has been done for you.

Withholding Keeping back; an employee withholds income taxes from his workers' paycheck.

Exemption _____

_____

U.S. Income Tax _____

_____

Deductions _____

_____

Gross Income _____

_____

Penalties _____

_____

HINTS & HELPS

There is a lot of small print on Form 4. Read the back of the form before you fill in the front. It's a real mini-course on taxes.

When you fill in the front of the form, read each line carefully before you put down your exemptions.

NOW YOU ARE READY TO FILL OUT THE FORM

_____

Last Name First Name Class Date

FORM 2

APPLICATION FORM - OFFICE

Now that you have your social security number, it's time to look for a good job.

Form 2 is used in the office of a large magazine publishing company. Imagine that you are applying for a job in this office.

When you walk in, the receptionist gives you an application form to fill out. After you have finished, you will talk to an interviewer from the personnel department.

Filling out this form won't be easy. When you're talking to the interviewer, your clean face, big smile, and pleasant voice will help you make a good impression. On the written form, however, only your handwriting, your spelling, and your answers will be there to tell people what you are like.

You're really on your own. You can't ask the receptionist to help you fill out the job application form. What would the interviewer think if you asked for a job but couldn't complete this important form?

SPECIAL WORDS

The following words appear on Form 2. Do you know what they mean? Look up any word that you don't know. Write a short definition for each special word or phrase. If you prefer, you may use the word or phrase in a sentence. The first one has been done for you.

Marital Refers to marriage; your marital status means are you married or single?

Resident _____

_____

Dependents _____

_____

Separation _____

_____

Defect _____

_____

Disability _____

_____

References _____

_____

Probationary _____

_____

Divorced _____

_____

Qualifications _____

_____

Draft Status _____

_____

HINTS & HELPS

Read before you write. Don't skim - read carefully. The top of this job application form is very crowded. Fill it in one section at a time, starting at the very top. This way you won't accidentally skip any items on the form.

Before you begin to write, add some information to your FACT SHEET. Make up a short address for each of your two jobs (item 17).

NOW YOU ARE READY TO FILL OUT THE FORM

_____

Last Name First Name Class Date

FORM 3

JOB APPLICATION FORM - FACTORY

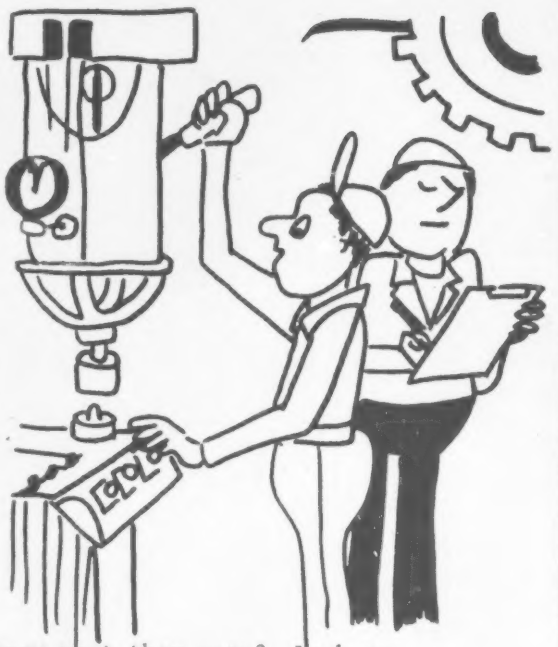
Maybe you don't want to work in an office. Do you think you would rather work in a factory?

Form 3 is used by a factory where cans are made. Yes, these are the same cans that hold soda pop, green beans, and tomato sauce. It's a good business to be in for people certainly use a lot of things that come in cans.

Imagine that you are applying for a job in the can factory. Your uncle works there, and he says you would like the pay and the other workers.

"But I have no training," you say.

"Don't worry," says your uncle. "The factory hires inexperienced young people and trains them. What's more, you will receive a salary while you're learning your job."



SPECIAL WORDS

The following words appear on Form 3. Do you know what they mean? Look up any word that you don't know. Write a short definition for each special word or phrase. If you prefer, you may use the word or phrase in a sentence. The first one has been done for you.

Discrimination Treating someone differently than you treat others.

Spouse _____

Termination Notice _____

_____

Authorize _____

_____

Apprentice _____

_____

Equal Opportunity Employer _____

_____

Physical Examination _____

_____ _____

Dismissal _____

_____

HINTS & HELPS

Married women - here is a new way of filling in your name. Look at the first line on the form. You are to write your last name, your first name, your middle initial, and then your maiden name. An example is:

Brown Caroline G. Smith

Some facts that are not on your FACT SHEET are needed on Form 3. What was your "Class Standing" in high school? This is a way of telling the company how good your grades were. Were you among the students in the top quarter of your class? The second quarter? The third quarter? The fourth quarter?

Form 3 also asks about your part-time work experiences and your favorite sports and hobbies.

NOW YOU ARE READY TO FILL OUT THE FORM

_____

Last Name First Name Class Date

FORM 4

EMPLOYEE'S WITHHOLDING EXEMPTION CERTIFICATE

Who pays for our government? We do. We pay taxes - income taxes, sales taxes, property taxes, etc. Our tax money is used for national defense, to build and maintain highways, to pay the salaries of government employees, etc. Can you think of some more services provided at the national, state, and local levels of government?

When you get a new job, someone will ask you to fill out Form 4.

You see, you won't have to go down to City Hall to pay your income taxes every week. Your employer will take taxes out of your pay before he hands you your paycheck.

Form 4 tells your employer how many people you are taking care of - yourself, your wife or husband, your children, and maybe even your grandmother. Then your employer will know how much money to take out of your pay for income taxes.

Like social security, income taxes must be paid.

PERSONAL REFERENCES
Do not use relatives or employers

NAME	ADDRESS	OCCUPATION	YEARS KNOWN

ARREST OR CRIMINAL RECORD
(Do Not Include Traffic Violations)

Have you ever been arrested? Yes ___ No ___ If you have a police record, complete the following:

DATE	OFFENSE	PLACE	DESCRIPTION

WORK PREFERENCE

First Choice _____ Second Choice _____

Use this space for any comment you may wish to make as to your special qualification for the work indicated.

"I hereby represent that each answer to a question herein and all other information otherwise furnished is true and correct. I further represent that such answers and information constitute a full and complete disclosure of my knowledge with respect to the question or subject to which the answer or information relates. I understand that any incorrect, incomplete, or false statement or information furnished by me will subject me to discharge at any time. In the event that I am employed by the Essick Motor Division, I agree to comply with all of its orders, rules and regulations. I hereby authorize my former employers to give any information regarding my employment with them and, in addition, to furnish any other information they may have concerning me."

Signed _____ Witness _____

Date _____

INTERVIEWERS
COMMENTS

281

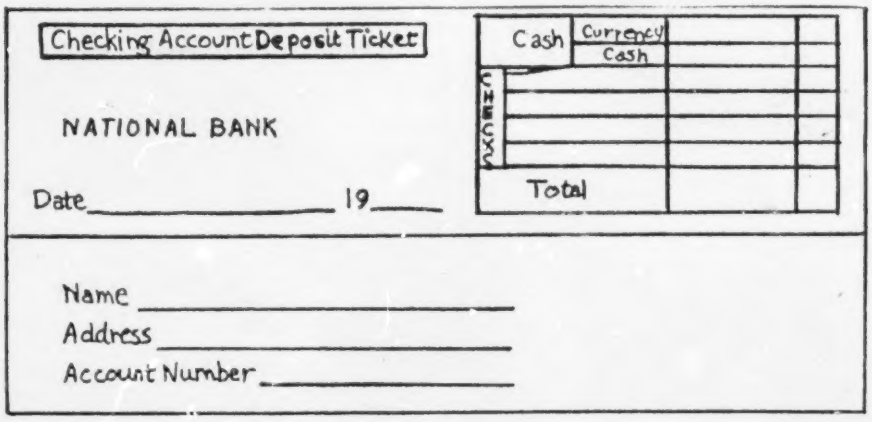
288

289

Checking Account Forms

This is a form to be filled out when putting money into a checking account. Fill out the form below, using this information:

Your name and address
Account number 389-222-716
Deposit: $5.00 in currency (paper money)
2.83 in coins
A check for $97.86



This is a form which tells you how much cash you have in your checking account. As you write a check, list it in the column named "Amount of Check." List your deposits in the "Amount of Deposit" column. You can then total the checks you write and subtract this total from the deposits to get your balance.

Check No.	Date	CHECK ISSUED TO	Amount Of Check	✓	Date Of Dep.	Amount Of Deposit	Balance

FORM 15

APPLICATION FOR A CAR LOAN

Where will you get the money when you are ready to buy your own car?

A car costs a great deal. There are few other things that cost as much or more. (Going to college costs more. So does buying a house, or a farm and farm machinery.) How will you save enough money to buy a car?

If you have a good, steady job you do not have to save the whole price of a car. You can borrow the money from your bank. You will have to pay interest for the use of this money. But instead of making one huge payment, you will pay the bank a small amount every month.

Form 15 is an application for a loan. It's the same application you would use if you wanted a loan to buy new furniture or redecorate your baby's room. But today, you should imagine that you are borrowing money to buy the car of your dreams.

SPECIAL WORDS

The following words appear on Form 15. Do you know what they mean? Look up any word that you don't know. Write a short definition for each special word or phrase. If you prefer, you may use the word or phrase in a sentence. The first one has been done for you.

Per Annum Each year.

Commissions _____

_____

Pension _____

_____

Dividend _____

_____

Mortgage _____

_____

Bankrupt _____

_____

Garnishments _____

_____

Collateral _____

_____

Guarantor _____

_____

HINTS & HELPS

Notice that some information has been filled in for you at the top of the installment loan application form. The bank officer who helps you apply for your loan will help you with such items as: the amount of the loan ($2000), the number of months you will take to pay the loan back (24), the size of your monthly payment ($78.33), and the discount charge ($6 per $100 per annum).

The rest of Form 15 is not difficult. Begin by writing your name under the instructions -- "Last," "First," etc. Then you won't go wrong when you move down to the space for your "Present Home Address."

If you are married, you'll have to provide facts about yourself and your husband (or wife) on this form. Do you owe money to anyone? You must list your debts here so the bank can decide if you make enough money to pay them back. A person who owes too much money can't get a bank loan even if he or she does have a steady job.

You may find the small type on the front of the form interesting. (And you know you should never sign your name to anything without reading it first!)

On the back of the form there are only four lines for you to complete. The rest of this page is "For Bank Use Only." Do you know what your collateral will be? That's right -- your new car. If you fail to pay back this loan, the bank will take over your car.

Now you are ready to fill out the form:

_____ _____ _____ _____

Last Name First Name Class Date

FORM 16

APPLICATION FOR CAR INSURANCE

When you find the car you want to buy, the car salesman will help you with the details. He will tell you how much money you need. He will get the license plates and the car registration for you.

Next, you will want to get car insurance. Many poor drivers (and many good drivers) have accidents. If your car is wrecked, who will pay? If your car is stolen, what will you do? You won't want to drive without insurance. (In many states you must have car insurance.)

Form 16 is an application for car insurance. It is not an application to an insurance company. It is an application for a broker to use. He is a "middle man." His job is to find the best insurance company for you.

SPECIAL WORDS

The following words appear on Form 16. Do you know what they mean? Look up any word that you don't know. Write a short definition for each special word or phrase. If you prefer, you may use the word or phrase in a sentence. The first one has been done for you.

Name Insured The name of the person who is applying for insurance.

Policy _____

_____

Premiums _____

_____

Liability _____

_____

Underwriting _____

_____

Impaired _____

_____

Annual _____

_____

Convictions _____

_____

Inquiry _____

_____

Reputation _____

_____

HINTS & HELPS

Notice that many items have been filled in for you on the application for car insurance.

When you go to see your insurance broker, he will go over the form with you. He'll help you select the kind of insurance policy you need. Then he'll help you fill out the form.

Therefore, on this sample form the more technical items have been completed, and you do not have to worry about answering them yourself.

Put your name and address on the top of the form. Read through the information about "Premiums," "Limits of Liability," and "Coverages." Read items 4, 5, and 6 - on down to "Underwriting and Classification Information." You can fill out numbers 1 through 14 in this section.

On the back of the form, you can fill out items 15 through 22. However, the section below your signature has been filled out. These questions are supposed to be answered by your broker.

You must sign Form 16 two times. Read the final "Important Notice" before you sign it. Why might the insurance company want to find out about your character and "mode of living"?

NOW YOU ARE READY TO FILL OUT THE FORM

_____

Last Name First Name Class Date

Sample forms for Automobile Applications, Applications for Employment, Personal References, Installment Loan Applications, Application for a Social Security Number, and Employee's Withholding Exemption Certificate removed due to copyright restrictions.

AMERICAN SCENE | TRAFFIC SIGNS

13 SIGNS TO LIVE BY

(1) OBEY SPEED LIMITS

Speed limits are for your protection. They represent maximum rates that are safe and legal under favorable conditions. When traffic or weather conditions are bad you should slow to a "reasonable and proper" speed.

(2) SIGNAL PLAINLY

Signal well in advance for every turn, stop, or change of lane. You'll be safer. And you're being courteous to other drivers, who can pass you safely without waiting.

(3) STOP — and that means STOP

Come to a complete stop for red lights and stop signs. Look both ways for cross traffic. Thousands are dead or crippled because they *thought* no one was coming.

(4) GET IN PROPER LANE

Get into correct lane well before reaching the intersection. That's next to center for left turn, next to curb for right turn. Here again you're being *both* safe and courteous.

(5) DON'T DRINK

Scientific tests show that it takes very little alcohol to stimulate your self-confidence *and at the same time reduce your alertness and coordination, and slow your reflexes.* So when you drink, don't drive.

And even though your drinking is moderate and your driving extra careful, your example may have a bad influence on others who are weaker or less mature.

(6) STAY IN LINE

Don't pass on hills or curves. The driver coming just out of sight may be traveling faster than he should, so that what appeared to be a safe passing distance isn't. Many who guess wrong get no second chance.

(7) WATCH FOR PEDESTRIANS

Pedestrians should cross only at intersections, with the green light, if there is one. But some are careless and inconsiderate, and may step into the street from between parked vehicles. Give them another chance, as you'd want them to give you one.

(8) DON'T COMPETE with the TRAFFIC HOG

To dispute the right of way might cost your life or the life of a loved one. If you're lucky you may only mar your safety record, or appear to others like just another road hog.

(9) REDUCE SPEED AT NIGHT

Your range of visibility at night is reduced, but not your stopping distance. So slow down. The night traffic death rate is 2.6 times the day rate.

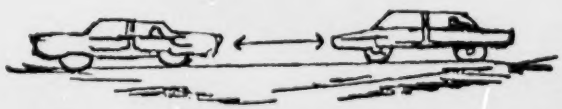
(10) KEEP YOUR CAR IN TOP CONDITION

Brakes good enough for normal driving may let you crash if you get into a tight place. Lights properly focussed help you on a rainy night to spot the pedestrian in dark clothing, or the unlighted vehicle.

(11) KEEP YOUR DISTANCE

Stay behind the vehicle ahead one car length for each 10 m.p.h. of speed. (At 50, keep five car lengths back.)

You can stop as quickly as the next driver. But when you see his stop lights he is *already* applying the brakes, while your foot is still on the gas. If you're closer than the formula allows, and he makes a quick stop, you can't avoid hitting him.



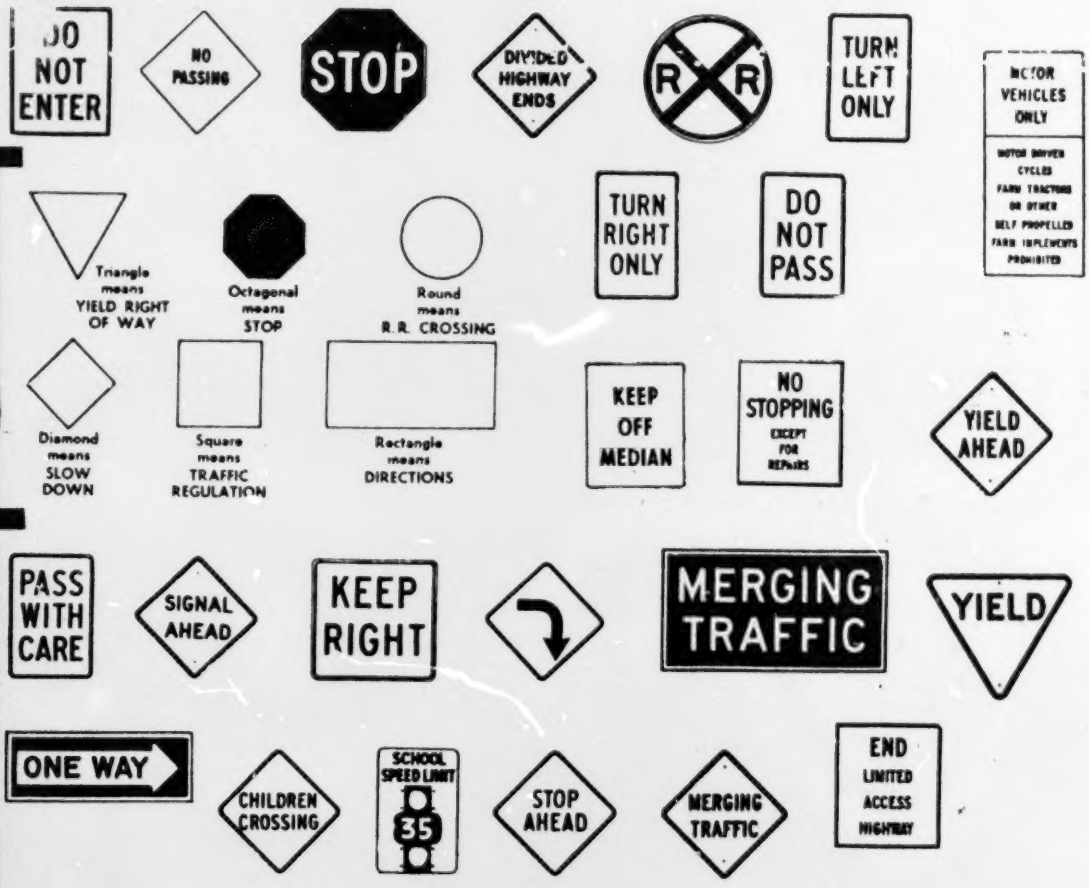
(12) WATCH OUT FOR CHILDREN

Children are unpredictable. If one darts into your path on foot or bicycle, a little less speed, with your foot already on the brake, may mean the difference.

(13) WATCH FOR TRAFFIC SIGNS

Be alert to see and follow traffic signs and markers. Truly they are the "signs of life."

AMERICAN SCENE — TRAFFIC SIGNS



NOTE THE SHAPE OF THESE SIGNS, THEN ANSWER THESE QUESTIONS:

QUESTIONS.

1. Which shape sign always means S T O P?_____
2. Diamond shaped signs mean to_____
3. Railroad Crossing signs are_____
4. Square signs mean_____
5. Merging signs are put on _____ shapes.